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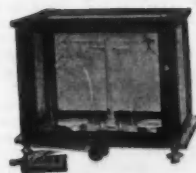
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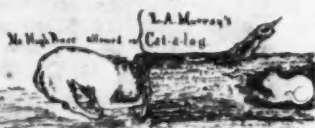
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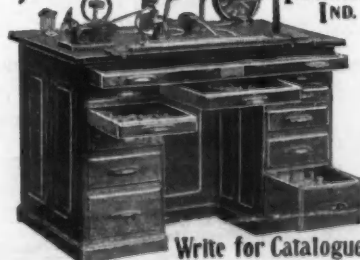
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Butler	Butler, Sheldon & Co.	Philadelphia, New York, Chicago.
Central	Central School Supply House	Chicago, New York.
Crowell	Thos. Y. Crowell & Co.	New York, Chicago.
Educational	Educational Publishing Co.	New York, Chicago.
Flanagan	A. Flanagan Co.	Boston, New York, Chicago.
Ginn	Ginn & Co.	Boston, New York, Chicago.
Heath	D. C. Heath & Co.	Boston, New York, Chicago.
Houghton	Houghton, Mifflin & Co.	Boston, New York, Chicago.
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Krone	Krone Bros.	New York.
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Macmillan	The Macmillan Co.	New York, Chicago.
McNally	Rand-McNally & Co.	Chicago.
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Powers	Powers & Lyon	Chicago, New York.
Prang	Prang Educational Co.	Boston, New York, Chicago.
Sadler	Sadler-Rowe Co.	Baltimore.
Sanborn	Benj. H. Sanborn & Co.	Boston, Chicago.
Scott	Scott, Foresman & Co.	Chicago, New York.
Scribner	Charles Scribner's Sons	New York, Boston, Chicago.
Sower	Silver, Burdett & Co.	Boston, New York, Chicago.
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Wells' Series	Heath
Bower's Series	"
McGard's Drill Books	"
Freeland's	Longmans
Hall & Knights	Macmillan
Thompson's New	Maynard
Atwood's Series	Morse
Collins	Scott
First Book	Silver
Lilly's Series	"
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Milne Series	American
Bailey Series	"
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White's Series	"
Colburn's	Houghton
Lippincott's	Lippincott
McLellan & Ames' Series	"
Thompson's 1st Les.	Maynard
Thompson's Complete	"
Rand-McNally Prim'y. McNally	"
Rand-McNally Practical	"
Hewitt's Manual for	"
Teachers	"
Carroll's Series	Morse
Quincy Graphic	"
New Business	Powers
Practical	"
Counting House Arithmetic	"
Commercial Arithmetic	Sadler
College Ed	"
Commercial Arithmetic	"
School Ed	"
Essentials of Arithm.	Sadler
Swift & Reliable Short-	"
hand	"
Richardson's Commer-	"
cial Law	"

BELFIELD'S ELE.

Brooks' Rational	Scott
Belfield's	"
Normal Course	Silver
Pierce's Series	"
New Complete	"
Brooks' Series	Sower
Nichol's Graded Les.	Thompson
Cogswell, Lessons	"
Bradbury's Eaton's	"
Nicholson's Series	University
Sanford's Series	"
Venable's Series	"
Hall's	Werner
Werner's	"
Hall's Arith Primer	"

ART.

Riverside Series	Houghton
VanDyke's Painting	Longmans
Hamlin's Architecture	"
Marquand & Frothing-	"
ham's Sculpture	"
Abbott-Gaskell's Outlines	"

ASTRONOMY.

Todd's New	American
Bowen's	"
Steele's	"
Newcomb's	"
Comstock	Appleton
Young's	Ginn
Sharpless & Phillips	"
"	Lippincott
Ball's Elements	Macmillan
Howe's Elements	Silver
Peck's Constellations	"

BIOLOGY.

Dodge's	American
Boyer's	Heath
Bidgood's	Longmans
Parker's	Macmillan

BOOKKEEPING.

Bryant & Stratton's	American
Eclectic	"
Palmer's	Butler
Mayhew's	"
Gay's	Ginn
Shaw's Ele	Heath
Seavy's Practical	"
Montgomery's Mod	Merrill
Powers' Single Entry	Powers
" First Less	"
Complete Accountant	"
Office Methods	"
Comm. Industrial	Sadler
Inductive Set	"
Hall's Art of Accounts	Silver
Mayhew's Series	"
Lyte's Book	Sower
Meservy's	Thompson
American Accountant	University
Werner	Werner

BUSINESS FORMS.

Eaton's Series	American
Ward's Series	"
Merrill's	Merrill
Twenty Lessons in	Powers
Powers'	"

BUSINESS LAW.

Burdick's Essentials	Appleton
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COMMERCIAL HISTORY.

Marchant's Com'l Hist.	Pitman
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COMPOSITION AND RHETORIC.

Buchler's	American
Haven's	"
Hill's	"
Swinton's School	"
Butler's School	"
Quackenbos' Pract.	"
Waddy's	"
New Franklin Series	Butler
Sheldon's Series	"
Hill's Elements (D. J.)	"
Hill's Science (D. J.)	"
Peterson's First	"
Everyday English	Educational
Steps in	Flanagan
Genung's Series	Ginn
Cairn's Intro.	"
William's Practical	Heath
Strang's Ex. in Eng.	"
Pearson's Comp	"
Spalding's Ele. Comp.	"
Lewis' Intro. Rhetoric	"
Webster's English Comp.	"
and Literature	Houghton
Longmans'	Longmans
Baldwin's	"
Collard's Beginners	Maynard
Le Row's Practical	"
Kellogg's Book on	"
Carpenter's H. Sch. First	"
and Second H. Sch.	"
Course	Macmillan
Carpenter's Advance	"
Lewis' Writing Eng.	"
Lewis' Manuals (2)	"
Irish's Orthog. & Or-	"
thoepy	Irish
Comp and Rhetoric	McNally
A Modern	Sanborn
Herrick & Damon	Scott
Welsh's Composition	Silver
Copeland & Rideout's	"
Freshman English	"
New Normal	Werner
Columbian	"

COPY BOOKS.

(See Penmanship.)

DICTIONARIES.

Webster's School	American
Harper's Latin	"
Lewis' Latin	"
Harper's Classical	"
Appleton's Latin	Appleton
Liddell & Scott's Greek	Ginn
Worcester	Lippincott
Blackley & Friedlander's	"
German-Eng	Longmans
Longmans' Pocket	"
Contanseau's Fr-Eng	"
" Pocket, Fr-Eng	"
Webster's International	"
" Collegiate	Merriam
Brown & Haldeman	"
" University	"
Clarendon	"

DRAWING.

Eclectic Series	American
Tracy's	"
Augsburg's	Educational
National Course	Ginn
Thompson's Aesthetic Ser.	"
" Mechanical Ser.	Heath
Thompson's N. Short Course	"
Anthony's Mechanical	"
" Machine	"
" Essentials of	"
Gearing	"
Daniels' Lettering	"
Bartholomew's Free	"
Natural Drawing Ser. 6	"
Paragon	Krone
Krone's Industrial	"
" Map Drawing	"
" Sheets	"
Morris' Teaching of Longmans	"
" Geometrical	"
Wilson's Geometrical	"
Halle's Prac. Draw.	Maynard
Numbers	Potter
Elementary Course in Art	"
Instr. Ser.	Prang
Primary 1st Year (Manual)	"
Primary 2d Year (Manual)	"
Drawing Books (1-12) or (1-6)	"
Manuals for Books (6)	"
Course for Graded	"
Paper Folding and Cutting	"
Ball	"

Schools	Prang
Drawing Books (1-6)	"
Manual (1)	"
Course for Ungraded	"
Schools	"
Drawing Book (1)	"
Manual (1)	"
A Course in Water	"
Color	"
Mechanical Drawing	"
Rouillon	"
How to Enjoy Pictures	"
Emery	"
Egypt, Perry	"
Pencil Sketches, Bar-	"
tholomew	"
Parts I-III	"
Supplements A-B	"
Landscape Drawing, Bar-	"
tholomew	"
Sets 1-3	"
Water Colors	"
Pictures (Walls)	"
Normal Course	"
Pictures (Class Study)	"
Hand	University
Eclectic Industrial	"

ECONOMICS.

Hull's Practical	Appleton
Guntton	"
Ely's Outlines	Macmillan
Andrews' Institutes	Silver
Bullock's Introduction	"

ELOCUTION.

Kidd's	American
Murdoch's	"
Southwick's	"
Bailey's Essen. of	"
Reading	Butler
Fulton's	Ginn
Holyoak's	"
Trimble's New	"
Hyde's School Speaker	"
Smith's Reading and	"
Speaking	Heath
Burrell's Clear Speaking	"
and good Reading	Longmans

ENGLISH LITERATURE.

Alden's Studies	American
Brook's English	"
Blaisdell's	"
Brooke's English	"
Halleck's English	"
Matthew's American	"
McNeill & Lynch's	"
Watkin's American	"
Eclectic Classics	"
Rolfe's Classics	"
Twentieth Century Series	"
Choice Readings	Appleton
Sel. from Am. Auth.	Butler
Sheldon's Readers	"
Shaw's Series	"
" New History of Eng.	"
and Am. Lit.	"
The Great Writers	"
Tyler's Manual of	"
Shaw-Buckus Outl.	"
Handy Vol. Classics	Crowell
Astor Edition of Poets	"
Athenaeum Press Series	Ginn
Gayley's	"
Hudson's Shakespeare	"
Minto's	"
Lewis' Beginnings	"
Heath's Classics	Heath
Meiklejohn's His. of	"
Corson's Browning	"
" Shakespeare	"
Arden Shakespeare	"
Hawthorne & Lemmon's	"
Am. Lit.	"
Heart of Oak Books	"
Bronson's American	"
Longman's Eng. Classics	"
Richardson's Amer.	Houghton
Masterpieces Brit. Lit.	"
Riverside Series	"
Masterpieces Am. Lit.	"
Modern Classics	"
American Poems	"
Longman's Eng. Lit.	"
Arnold's Manual of	"
College Requirements	"
Irish's Am. & British	"
Authors	Irish
Irish's Lit. Gem-Book	"
Treasured Thoughts	"
Riverside School Library	"
Brooke's	Macmillan
Bates' Am. Lit.	"
Carpenter's Am. Prose	"
George's Chaucer to	"
Arnold	"
Brooke-Carpenter	"
Canterbury Classics	McNally
Maynard's Series	Maynard
Kellogg on	"

GEOGRAPHY.

Natural Elementary	American
" Advance	"
Harper's (2)	"
Swinton's (2)	"
Eclectic (2)	"
Appleton's	Appleton
Butler's Series	Butler
Barnes' (2)	"
Warren's	"
Mitchell's	"
Morton's Ele	"
Morton's Advanced	"
Fry's	Ginn
Longman's	Longmans
Chisholm's	"
Tarr & McMurray's (3)	"

Rand-McNally Prim'y. McNally	"
Rand-McNally Elem.	"
Rand-McNally Gram Sch	"
Carroll's Series	Morse
Pitman's Commercial	Pitman
Instructive Geography	Potter
Redway's G. of N. Y.	"
Maury's	Univer
Werner	"
Tarbell's	"
(Physical)	"
Hinman's	Appleton
Monteith's	"
Guyot's	"
Gilbert & Brigham's	Scribner
(Commercial)	Ginn
Redway's Elements	Ginn
Davis'	"
Dodge's Reader	Lor Butler
Tarr's	"
Adams'	"
Butler's	Sadler
Warner's	"
Dana's	"
McFarland's	"

GEOLOGY.

Le Contes	American
Davis'	"
Brigham	Appleton
Shaler's First B. In.	Heath
Tarr's Elements	Macmillan
Scott's Introduction	"
Geographical Portfolio	Scribner
Hand Book-Prac.	"
Gove's	"
Hellprin's Earth	Silver

GEOMETRY.

Crockett's Trig.
Campbell's Geom.
Embrook's Geom.
Milne's Geom.
Phillip & Fish
Phillips & Stre
White's Geom.
White's Trig.
Slaught's Plan

" Solid Ge
" Comp Sc
Olney's Ser
Hull's Ele. G
Wentworth S
Beman & Sw
Bailey & W
Wheeler's Tr
Duffee's Pla
Nichols' Trig
Wells' Ser
Bower's Ser
Hunt's Gram
Geometry
Waldo's Dec
Geometry
Nichols' An
Chauverit's
Nichols'
Gore's Plane
Fell's
Murray's Tr
Noelling's E
Edward's G
Lock-Miller
Loney's Tr
Pettee's Tr
Welsh's Pl
Brooks' Pla
" P. &
Bradbury's
" Trig
" Geom.
" Acad.
" Trig.
Venable's

G
Keller's Se
Twentieth
Schmitt's
Harris' C
Huss's Re
Spanhol's
Joyne's R
Nix Read
Int. Mode
Collar's R
Collar's L
Bernhardt
Stein's F
Joyne-Me

Harris' C
Heath's I
" Dic
Guerber's
Illa. Firs
David's I
Longman
" Com
Grammat
Althaus
Beresford
Macmillan
Maynard
Neue A
Deutsch
Deut
Beginner
Loeber
Gems of
Bernhar
Eclecti
Worman
Colloqui
Pitman
Mueller
Silver I
Ser
Knoboch

(See L
Forman
Gleason
Harper
Twent
Pearso
Goodw
White
White
Seymo
Perrin
O
Collar
School
Colleg
Bryan
Palme
Ritch
Arnol
Jones

Forman
Gleason
Harper
Twent

Pearso
Goodw
White
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Seymo
Perrin
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Collar
School
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Bryan
Palme
Ritch
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McM

School Board Journal

GEOMETRY AND TRIG.

Crockett's Trig.....American
Campbell's Geom.....
Crampton's Geom.....
Mills' Geom.....
Phillips & Fisher's Geom.....
Phillips & Strong's Trig.....
White's Geom.....
White's Trig.....
Slaughter's Plane Geom.....
" Solid Geom.....
" Comp. Sch. Geom.....
Olney's Series.....Butler
Hull's Ele. Geom.....Ginn
Wentworth Series.....Ginn
Beman & Smith.....
Bailey & Woods.....
Wheeler's Trig.....
Duffee's Plane Trig.....
Nichols' Trig.....
Wells' Series.....Heath
Bower's Series.....
Hunt's Gram. School.....
Geometry.....
Waldo's Descriptive.....
Geometry.....Heath
Nichols' Analytic.....
Chauverit's Series.....Lippincott
Nichols'.....Longmans
Gore's Plane & Solid.....
Pattill's.....
Murray's Trig.....
Noelting's Elements of.....
Edward's Geom.....Macmillan
Lock-Miller's Trig.....
Loney's Trig.....
Pettie's Plane Geom.....Silver
Wells' Trigonometry.....
Brooks' Plane & Solid.....Sower
" P. & S. Trig.....
Bradbury's Ele. Pl. Thompson
" Trig.....
" Geom. & Trig.....
" Acad. Plane.....
" Acad. P. & S.....
" Trig. & Survey.....University
Venable's.....University

GERMAN.

Keller's Series.....American
Twentieth Century Series.....
Schmitt's Series.....Butler
Harris' Comp.....
Hume's Reader.....
Spanhol's Reader.....
Joyne's Reader.....
Nis Reader.....
Int. Modern Series.....Ginn
Collar's Eyebach.....Ginn
Collar's Lessons.....Ginn
Bernhardt's Course.....
Stela's Exercises.....
Joyne-Melissner's Gram.....
Harris' Ger. Lessons.....
Heath's Series.....
" Dictionary.....
Guerber's Maerchen.....
Hill's First Reader and
David's Easy Stories.....
Longman's Grammar.....
" Composition.....
Grammar.....
Althaus' Grammar.....
Beresford-Webb's Gram.....
Macmillan's Series.....Macmillan
Maynard's Texts.....Maynard
Neue Anekdoten.....
Deutschland und die
Deutschen.....Maynard
Beginner's.....
Loesberg's Reader.....Morse
Gems of Literature.....
Bernhardt's.....
Eclectic.....
Worman's.....
Colloquial Conver.....Pitman
Pitman's Practical.....
Mueller's Series.....Silver
Silver Modern Language
Series.....
Knobloch's Ger. Simp.....University

GRAMMAR.

(See Language and Grammar.)

GREEK.

Forman's.....American
Gleason & Atherton's.....
Harper & Castle's.....
Twentieth Century Series.....
Pearson's.....Appleton
Goodwin's Grammar.....Ginn
White's First.....
White's Beginners.....
Seymour's Iliad.....
Perrin & Seymour's.....
Odyssey.....
Collar & Daniels' Beginn.....
ers Companion.....
School Classic Series.....
College Series—Authors.....
Bryant's Iliad.....Houghton
Bryant's Odyssey.....
Palmer's Odyssey.....
Ritchie's.....Longmans
Arnold's Prose Comp.....
Jones' Prose Comp.....Scott

HISTORIES.

Eggleston's.....American
McMaster's U. S.....

Barnes (2).....American
Eclectic (2).....
Swinton's.....
Munro's Mid. Ages.....Appleton
Whitcomb's Europe.....
Hulling's English.....
McLaughlin's Amer.....
Scudder's U. S.....Butler
Myer's Series.....Ginn
Emmeton's M. Ages.....
Montgomery's U. S.....
" English.....
" French.....
Thomas' U. S.....Heath
Shelton's U. S.....
" General.....
" Grk. and Rom.....
Homan's Elem. U. S.....
Thomas' Elementary.....
John Fluke's U. S.....Houghton
Larned's English.....
Riverside Blog. Series.....
Plaetz's Epitome of.....
Morris Series (3).....Lippincott
Oman's Greece.....Longmans
How & Leigh's Rome.....
Higginson's U. S.....
Gardner's Stud. Eng.....
Ransom's England.....
Robinson's Rome.....
Higginson & Channing's
England.....
Channing's U. S.....Macmillan
Shuckburg's Rome.....
Botsford's Greece.....
Robinson's Greece.....
Adams' European.....
Channing's Student.....
" Gram. School.....
Coman & Kendall's Eng.....
Anderson's U. S.....Maynard
" England.....
" France.....
Leighton's Rome.....
Dutton's Series.....Morse
Chancellor's Am.....
Smith's Manual U. S.....Potter
Andrew's U. S.....Scribner
Adams'.....
Burgess'.....
Gordy's U. S.....
Johnston's U. S.....
Oxford Man. of Eng.....
Thatcher & Schwill's.....
Mowry's First Steps.....Silver
Mowry's U. S. History.....
Andrew's Institutes.....
Stone's England.....Thompson
Hansell's School.....University
" Higher.....
Jones' U. S.....
Evans' Georgia.....
Brown's Alabama.....
L. & M. Mississippi.....
Ellis'.....Werner
Burton's Our Country.....

LANGUAGE AND GRAMMAR.

Harvey's.....American
Long's.....
Maxwell Series.....
Lyte's.....
Metcalf & Bright's.....American
Metcalf's.....
Powell & Connolly's.....
Irish's Orthog. & Or.....
thoepy.....Irish
Irish's Gram. & Anal.....
by Diagram.....
Sheldon's Prim. Lan.....
guage Lessons.....Butler
Patterson's Ele. of
of Gram. & Comp.....
Sheldon's Advanced.....
Powell's How to Talk.....
" How to Write.....
" How to See.....
Practical Studies in.....
Whitney & Lockwood.....Ginn
Tarbell's Lessons.....
Knox-Heath's Ele.....
Lockwood's Lessons.....
Arnold & Kittredge.....
Hyde's English Lessons.....Heath
" Eng. Gram.....
Melkilejohn's Eng. Gr.....
Allen's School Gram.....
Patrick's Lang. Less.....
Patrick's Gram. Less.....Lippincott
Longman's.....Longmans
Carpenter's Gram.....Macmillan
Davenport & Em.....
son's Grammar.....
Intro. Lang. Work.....Maynard
Reed & Kellogg's.....
Reed's Introductory.....
Kellogg & Reed's Word
Building.....
Essentials of English.....
Gram.....Potter
Lang through Nature.....McNally
Rand-McNally Primary
Gram and Comp.....
Rand-McNally Practical
English.....
Supplementary Lessons
in English.....
Atwood's Language
Tablets.....
Analysis and Parsing.....
Bartlett's Series.....Silver
Milne's Grammar.....
Welsh's.....Sower
Dunton & Kelley's.....Thompson
DeGarmo Lang. Ser.....Werner
Brown & DeGarmo's
Gram.....

LATIN.

Harkness' Series.....American
Coy's Latin Lessons.....
Dodge & Tuttle's Comp.....
Hamer's Easy Steps.....
Lane's Grammar.....
Mooney's Grammar.....
Smiley & Storke's Beg.....
Harper & Gallup's Cic.....
ero.....
Harper & Miller's Vic.....
gil.....
Harper & Tolman's.....
Caesar.....
Twentieth Century Se.....
ries.....Appleton
McCabe Series.....Butler
Bingham Series.....
Granch's Aeneid Trans.....
Allen & Greenough.....Ginn
Collar's Series.....
Moulton's Composition.....
College Series of.....
Greenough, D'Oge &
Daniels' Second
Year.....Houghton
Ritchie's First Steps.....
" Latin Prose Comp.....
" Easy Continuous
Latin Prose.....
Morris' Ele. Latins.....
Ils. First Reader and
Grammar.....
St. Clair's Caesar.....
Students' Series.....Sanborn
Classics (58 books).....
Intercollegiate Series.....Scott
Bellum Helveticum.....
Jones' Lessons.....
" Prose.....
Riggs' in Latinum.....
Gildersleeve-Lodge
Series.....University

LITERATURE.

(See English Literature.)

LOGIC.

Davis'.....American
Schuyler's Prin of.....
Ballantine's Inductive.....Ginn
Lafleur's Ill. of.....
Mills' System.....Longmans
Creighton's.....Macmillan
Jevon's.....

MANUAL TRAINING.

Compton's.....American
Ham's.....
Hoffman's.....
Kirkwood's Sewing.....
Goss' Bench Work.....Ginn
Hapgood's Needle Work.....
Banner's Sewing.....Longmans
Hewitt's 2 vols.....
Unwin's Clay Modelling.....
Hiawatha Primer.....Houghton
Riverside Lit. Series.....
Longmans' "Ship" Lit.....
Longmans' Supplement.....
Fairly.....
Longmans' Infant Fairy.....
" "Ship" Historical.....
" Chatty.....
Blalodell's.....Macmillan
Graded Literature.....Maynard
Deane's Phonetic.....Morse
New Century Series.....
New Script Primer.....Potter
Vertical Script Primer.....
New Phonetic Primer.....
Stories of Starland.....
Salomon's Sloyd.....Silver
Brumbaugh's.....Sower
Davis'.....University
Holmes'.....
Lippincott's.....

MENTAL SCIENCE.

Bain's Mental.....American
Hewitt's Psychology.....
Schuyler's Psychology.....
Bowne's.....
Dewey's Psychology.....
Halleck's Psychology.....
Hewitt's Psychology.....
Putnam's Psychology.....
Buell's Essence of.....Ginn
Sanford's Psych.....Heath
Compayre's Psych.....
Herbart's Psychology.....
Dexter's & Garlick's
Psychology.....Longmans
Fitchener's Psych.....Macmillan
Baker's Ele Psych.....Maynard
Robertson's Ele of.....Scribner
Minto's Logic.....
Muirhead's Eth. Ele of.....
Hyslop's Ele of Eth.....
Davis' Ethics.....Silver
Davis' Elements of Psy.....
chology.....

MUSIC.

Natural Series.....American
Model Series.....
Gantvoort's Series.....
Matthew's Songs.....
Siefert's Choice Songs.....Butler
Educational Series.....Ginn
Mason's Course.....
National Course.....

Whitting's Series.....Heath
Hart's Class. Reader.....
Emerson's Hymnal.....
Riverside Song Book.....Houghton
Russell's Vocal Culture.....
Bertenshaw's Meth.....Longmans
Brewer & Reddall.....Maynard
American System.....Richardson
Stevenson Song Book.....Scribner
Field-DeKoven S. Book.....
Modern Series.....Silver
Study.....
Cecilian Series.....
Silver Song Series.....
Green's.....Werner

NATURAL SCIENCE.

Treat's Home Studies.....American
Treat's Home Studies.....
Cooper's Animal Life.....
Herrick's Plant Life.....
Bailey's Physics.....Heath
Guides for Teaching.....
Rick's Natural His.....
Rice's Teaching.....
Spear's Leaves and
Flowers.....
Scott's Nature Study.....
Miller's Birds.....Houghton
Burrough's Squirrels.....
Eckstorm's Woodpeck.....
ers.....
Beddard's Zoology.....Longmans
Nature's Byways.....Morse
Engell's Outlines in Na.....
ture Normal Course.....Silver
Norcross's Springtime.....
Flowers.....
Griffin's Philosophy.....Sower

NUMBER WORK.

Primary Number Work
and Ele Algebra.....McNally
Digit Dominoes.....

ORATORY.

Smith's Reading and
Speaking.....Heath
Webster's Bunker.....
Hill.....Longmans
Briefs for Debate.....
Follett's Speaker.....
Espenshade's Forensic
Declamation.....Silver

PEDAGOGICS.

Hewitt's.....American
White Ele of.....
Roark's.....
Hallmann's.....
" Sch Management.....
Int. Education Series.....Appleton
Compayre's His of.....Heath
Heath's Pedagog Lib.....
Hall's How to Teach.....
History.....
Barnett's Teaching and
Organization.....Longmans
Garlick's Manual of
Methods.....
Beale's Work & Play.....
Salmon's Art of Teach.....
Barnett Com Ser in.....
Am. Teacher Series.....
Landon's Class Manage.....
ment.....Macmillan
Herbert's.....Scribner
Butler's.....
Arnold's Waymarks.....Silver
Smith's Systematic.....
Methodology.....
Morgan's Studies.....
Putnam's Manual.....

PENMANSHIP.

Barnes' Vertical.....American
Spencerian Series.....
Curtis' Semi-Vertical.....
American Vertical.....
Sheldon's Vertical.....Butler
Butler's Copy Books.....
Roudebush Writing.....Central
Shaylor's Vertical.....Ginn
Ginn's Slant.....
Nat. Sys. of Vertical.....Heath
Newland & Rowe's Ver.....
Paragon.....Krone
Longman's New Copy
Books.....Longmans
Merrill's Vertical.....Maynard
Merrill's Modern.....
Round Rapid Writing.....McNally
Upright Rapid Writing.....
Intermediate System.....Morse
Morse Edu. System.....
Economic System of.....
Penmanship, 6 Nos.....Potter
Potter & Putnam's Sys.....
tem of Vertical
Writing, 10 Nos.....
Man. Business Writ.....Powers
Smith's Inter.....Richardson
Standard Vertical.....Sower
Popular Slant.....
Normal System.....Silver
Duntonian.....Thompson
University Series.....University
Simplified Penmanship.....
National Sys. Vert.....Werner

PHYSICS.

Harrington's.....American
Hoadley's.....
Rowland & Ames.....
Ames & Bliss.....
Cooley's Series.....
Henderson & Woodhull

Ayer's Lab. Exercises.....
Avery's.....Butler
Gage's Series.....Ginn
Wentworth & Hull's.....
Stone's.....
Dolbear's.....
Hastings & Beach's.....
Chute's Lab. Man.....Heath
" Physics.....
Whiting's Physical
Measurement.....
Bailey's Ele. Physics.....
Sharpless & Phillips Lippincott
Hopkins' Prep.....Longmans
Watson's Practical.....
Wright's.....
Glazebrook & Shaw's
Practical.....
Watson's Advanced.....
Balfour-Stewart's.....Macmillan
Crew's Elements.....
Nichols'.....
Shaw's.....Maynard
Smith's Experiments.....Morse
Thwing's Elementary.....Sanborn
Britton's.....Scribner
Grant's.....
Dana's.....
Mills'.....
Storer's.....
Thompson's.....
Mead's Elements.....Silver
Grifford's Ele.....Thompson
Adams' Lab. Man.....Werner

PHYSICAL CULTURE.

Morris' System.....American
Stoneroad's.....Heath
Pray's Motion Songs.....
Bancroft's Gymn.....
Anderson's.....Maynard
The Ling System.....Silver

PHYSIOLOGY AND HYGIENE.

Overton's Series.....American
Pathfinder Series.....
New Century Series.....
Union Series.....Butler
The Teacher's Manual.....Central
Blaisdell's Series.....Ginn
Colton's.....Heath
" Briefer.....
Cutter's Series.....Lippincott
Barnett's Making of the
Body.....Longmans
Ferneux's Phys.....
Thornton's Phys.....
Moore's Phys.....
Foster & Shors.....Macmillan
Huxley & Ree.....
Devine's.....
Ely's Outlines.....
Hutchinson's Series.....Maynard
Standard School.....Morse
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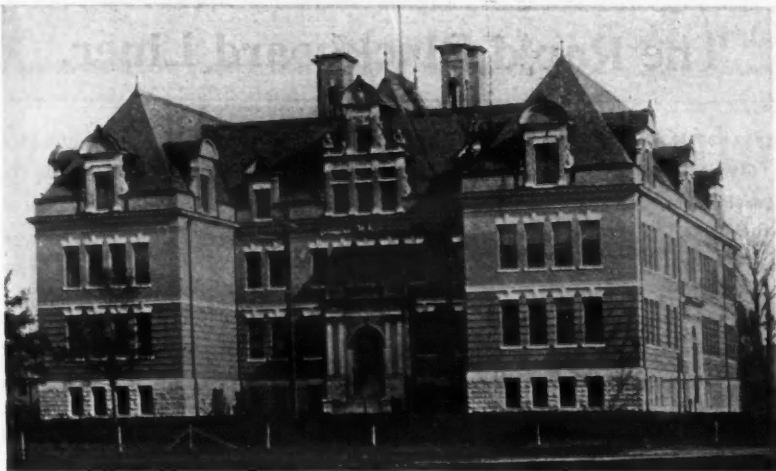
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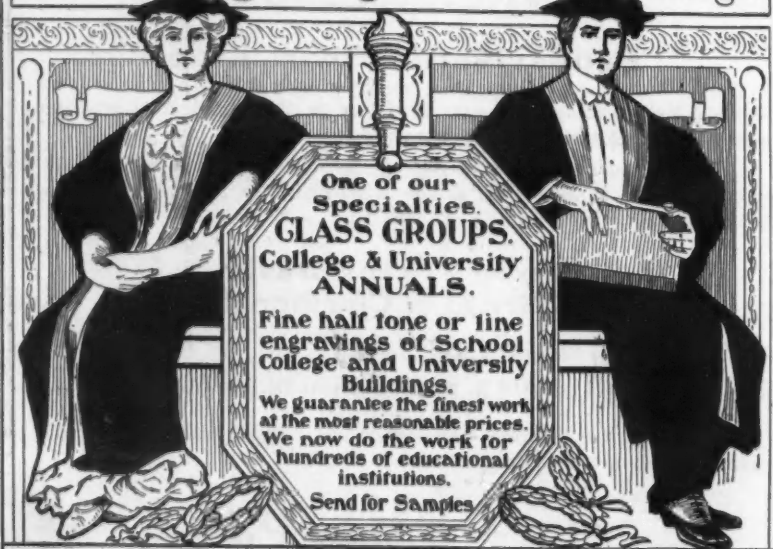
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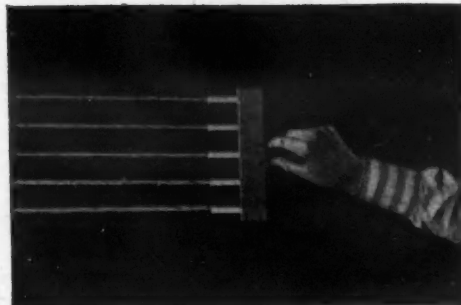


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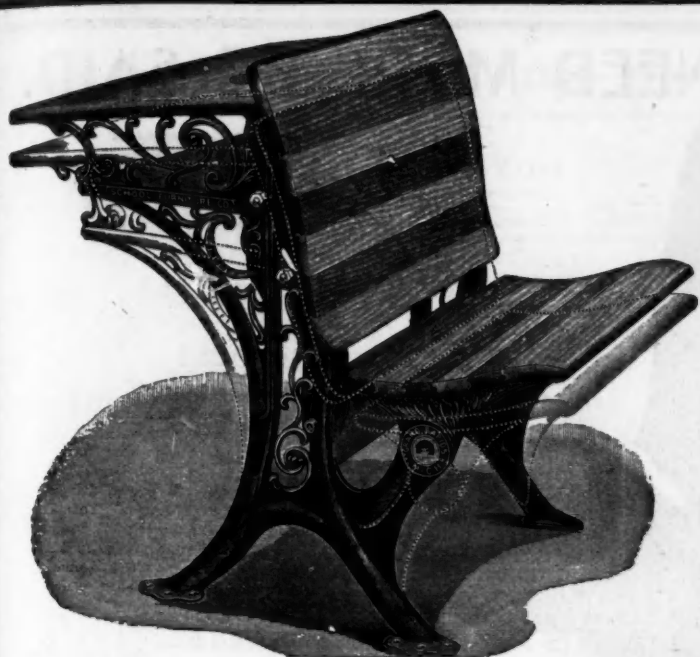
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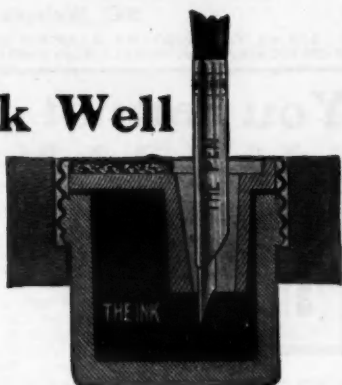
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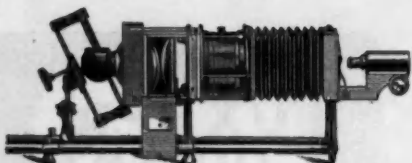
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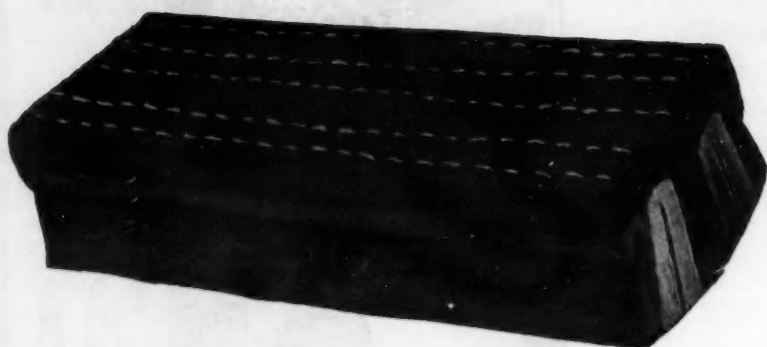


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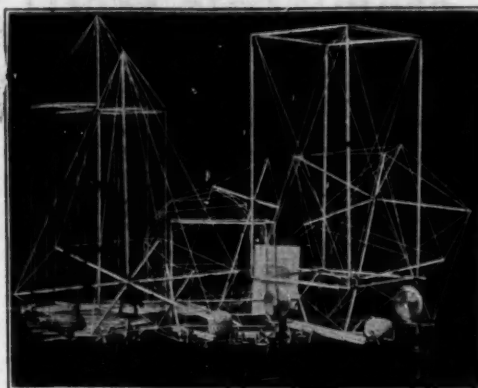
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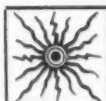
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School Board Journal

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CHICAGO—NEW YORK, FEBRUARY, 1903.

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CINCINNATUS OPENS HIS HEART.

The Department of Superintendence of the National Educational Association will meet at Cincinnati, O., Tuesday, Wednesday and Thursday, February 24th, 25th and 26th, 1903.

(See Program page 4.)



Recent Decisions.

Woonsocket, R. I. City Solicitor France has made the ruling that school property is held by the school committee as trustee for the public and has exclusive right to use it in connection with public school matters. But the school committee has no right to sell, lease or allow it to be used for other purposes than public schools.

Woburn, Mass. The mayor believes he should have power over all school appropriations, notwithstanding the law to the contrary.

Massachusetts. Every town with more than 500 families is required by law to maintain a high school. A town with a population of less than 500 families may maintain one if it sees fit. It must, however, pay for the tuition of any resident child who, with the previous approval of the school committee, attends the high school of another town or city.

Kansas. A law may be enacted by the present legislature preventing members of district school boards from employing their relatives as teachers.

Pennsylvania. Dr. N. C. Schaeffer, state superintendent, in his annual report, recommends to the legislature the enactment of a law that the number of school directors in townships be reduced from six to five to avoid the frequent deadlocks in the election of teachers and the selection of text-books.

Omaha, Neb. The board favors the enactment of a law which would make it incumbent upon them to make a general estimate, at the beginning of each year of all necessary expenses to run the schools for the ensuing year, and making it illegal to overdraw the amount agreed upon.

Missouri. The Kansas City Court of Appeals in a case brought by E. M. Biggs against the school board of Ashland, Boone County, to permit his five children to attend the Ashland schools without paying a tuition fee, decided in favor of the plaintiff. The facts in the case are that Biggs had lived on a farm and moved to Ashland a few weeks before school began, and started his children to school. The school board held that Biggs had moved to town merely to send his children to school, and for that reason expelled the children. The court held that there was no intention shown on the part of Biggs, and ordered the board to admit the children to school.

Rochester, N. Y. By a decision of the Appellate Division Court, in an action brought to prevent the payment of salaries to nun teachers in St. Mary's Boys' Orphan Asylum, it is held that the children are, educationally, under the charge of the Board of Education, and that if that body wishes to have them taught by nuns it is privileged to do so, and the nuns are entitled to receive their salaries from the city.

Batavia, O. A verdict handed down in the Common Pleas Court in Morrow County is of special interest to teachers. Last spring John Whitford, a teacher in a district school in that county, had some trouble with his pupils which resulted in a scuffle, during which he was thrown from the schoolhouse, breaking his arm and injuring him otherwise. He maintained that he was maliciously assaulted while trying to govern the school, and commenced suit for \$10,000 damages. The verdict of the jury allowed him \$300.

New Rules and Regulations.

Minneapolis, Minn. No new pupils are admitted to the first grade after the spring vacation.

New York City. A by-law forbids the employment of married women teachers.

Lorain, O. The school recess has been abolished, and henceforth the festive small boy will have to confine his enthusiasm to calisthenics in the schoolroom. The teachers favored doing away with the recess, but the people are condemning the board's action. The argument offered in support of the annihilation of the school child's most cherished institution—the school recess, was that children of all ages are permitted during such a period to mingle unrestrainedly, and the results of the association are baneful and demoralizing.

La Crosse, Wis. Afternoon recess in the high school abolished.

New Orleans, La. The school buildings cannot be used for other purposes than such as are immediately connected with the system of public instruction.

Chicago, Ill. There are no more "lady" teachers in the schools. Hereafter they will be officially known as "woman teachers," because the school management committee has passed a rule changing the designation of the feminine staff.

Syracuse, N. Y. The principal of the high school has made the announcement to the school that all the mirrors will be taken out of the dressing room if the girl students do not stop spending so much of their time posing before the glass.

Marblehead, Mass. A short session plan has been introduced in the two lower grades as an experiment.

Cincinnati, O. The board, by a vote of 18 to 4, killed the Culbertson resolution abolishing corporal punishment, and the birch will continue as a part of the curriculum of the schools.

Toledo, O. The board has called attention to the practice of allowing minors to frequent pool rooms.

Chicago, Ill. Pupils living in the city whose parents or guardians are non-residents are required to pay tuition unless it clearly appears upon investigation that such pupils are self-supporting or not wholly dependent for their livelihood upon the relatives or friends with whom they live. The question of such support or dependence is investigated and determined in each case by the secretary of the board, who is required to make monthly reports of applicants received and permits issued by him.

Waterville, Me. At the request of the school authorities, the board of health fumigated the school buildings. It had been noted that certain types of contagious diseases seldom raged during the long school vacation, but that as soon as the schools were opened in the fall, there would be an outbreak with more or less cases following throughout the school year. As this happened year after year, it seemed to justify the conclusion that germs of these diseases were to be found in books and other school apparatus, and a general fumigation of the school building will hereafter be made every year.

Chicago, Ill. Under the new rules teachers in the elementary grades, who successfully pass a promotional examination, will be entitled to a raise of \$25 a year until their salaries reach a maximum of \$900. At the first promotional examination, held recently, only 150 out of 1,100 teachers employed in the elementary grades presented themselves for examination, but the test proved eminently satisfactory. The purpose of these examinations is that promotions of the teachers should be made on merit and not on



SUPT. C. M. JORDAN,
Minneapolis, Minn.
President Department of Superintendence,
National Educational Association.

pull, and those who are best equipped and most efficient should receive the higher salaries in their respective grades.

The Baltimore school board, having decided to establish a cooking school, advertised for a teacher, offering a salary of \$540. No cooking school graduates responded, the only applicants being cooks, one of them a colored woman, and the superintendent would not employ any of them. Then it was discovered that the law required a competitive examination. When one of the teachers was asked what she would do if she married, she replied: "Why, hire some one, of course." Those who were previously opposed to the teaching of cooking in the schools before these facts were discovered are reconsidering the matter.

Menominee, Mich. In addition to the work usually done in drawing some attempt is made to connect it with other branches of study. Artists and their works are studied systematically, both through their lives and their pictures. Considerable attention is being paid to the History of Art and to Historical Ornament.



Unphased Courtesy.

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Teacher—I repeat, madam, allow me to congratulate you.

STATE UNIFORMITY OF TEXT BOOKS.



A Complete Review of the Subject Reports from Various States

No Sentiment in Iowa for Uniformity.

Iowa. A law makes it possible for county uniformity. R. C. Barrett, state superintendent, states that there is very little sentiment in favor of state uniformity of text-books in the state, and no discussion of the subject.

State Uniformity Championed.

Tennessee. The system of state uniformity of text-books is in vogue in this state. State Superintendent M. C. Fitzpatrick is a champion of the system. He believes that nothing can be said adversely to state uniformity and that many good things can be said in its favor.

Favors Home Rule in Making Adoptions.

Illinois. Each school district board adopts the text-books; same must be used at least five years. Alfred Bayliss, state superintendent, is an opponent to any plan embodying state uniformity of text-books. "In Illinois," he says, "nine-tenths of the expense of school maintenance is borne by the districts. Progress, so far, is due mainly to local initiative. The districts are, for these reasons, entitled to home rule in text-books quite as much as in buildings and school supplies generally.

Upholds State Uniformity.

West Virginia. Text-books at present are adopted by the various counties. Thos. C. Miller, state superintendent, is in favor of state uniformity of text-books, especially for all common school grades. He believes that state uniformity is almost imperative under the free text-book system.

State Publishes Its Own Text-Books.

The state of California publishes its own text-books and has had state uniformity for twenty-two years. The law, however, permits extensive use of supplementary books.

State Superintendent Thomas J. Kirke favors state uniformity for California. He says a migratory population finds a uniform series of text-books less expensive. As to objections to state uniformity, he concedes there are some; a potent one being that school books should always be adopted to the needs of the community.

It Limits Use of Good Books.

New York. The boards of education in the several cities, villages and union free school districts have the power to adopt and designate text-books to be used in the schools under their charge in their respective districts. In the common school districts, the text-books to be used in the schools must be designated at any annual school meeting by a two-thirds vote of all the legal voters present, and voting at such school meeting. A book once adopted shall be used during a period of five years; any adoption, however, can be superseded by a three-fourths vote of the board of education, or upon a three-fourths vote of the legal voters present and voting at the annual school meeting in any common school district.

Charles R. Skinner, state superintendent, is opposed to state uniformity of text-books. He raises the following objections to the plan: (a) It limits the choice of school authorities in selection. A board of education may find excellent reasons for preferring one book over another.

(Continued from January Number.)

other. (b) Certain books, like geographies, cannot satisfactorily be adopted to the use of all schools in a large state. For instance, a geography might have interesting features to schools in St. Lawrence county, N. Y., near Canada, which would have no interest in Suffolk county, N. Y., near the ocean. Mr. Skinner is of the opinion that nothing can be said in favor of state uniformity.

Unique System in Virginia.

Virginia. The state board of education selects an extensive list of text-books for the schools of the state every four years, from which the local school authorities are permitted to adopt such books as are best suited to the schools of their respective jurisdiction. Joseph W. Southall, the state superintendent, holds this to be as near an ideal plan for the selection of text-books for the public schools as human ingenuity can devise. He lays stress on the fact that under the system objectionable books are excluded and books essential to genuine progress introduced. Mr. Southall says that the only argument that he has ever heard advanced in favor of state uniformity of text-books is economy in the cost of the books to the pupils. The objections to state uniformity, he believes, are so many and so strong that no great educator would favor it.

Cheaper Books Secured by State Uniformity.

Oregon has a system of state uniformity of text-books. J. H. Ackerman, superintendent of public instruction, favors the system. He says: "I see no objections to state uniformity. By it we are enabled to have a more efficient state course of study for all grades of schools. It is a great saving to patrons in that school books are not changed to suit the whims of school boards. It enables a pupil to go from one district to another in the state without forcing him to purchase a different series of books each time he moves. Patrons are able to secure books cheaper by having a state uniformity."

System Not Favorable to Excellent Text-Books.

Massachusetts. The local school committees have the power of directing what books shall be used in the public schools under their control.

The secretary of the state board of education, Frank A. Hill, is antagonistic to state uniformity of text-books. He says: "Without stating in full my objections to state uniformity, I may at least say that I think it is not so favorable to the preparation of excellent text-books and that it enlarges the opportunity for the tremendous and uneven pressure to secure the adoption of certain text-books to the exclusion of others which is so threatening to independence and integrity in making up a proper list. Similar objections in kind may be urged against our Massachusetts system, in which each school committee selects its own text-books. Such objections, however, are greatest in degree for our largest cities. For most of our smaller cities and towns they are not serious.

"I can see how, under the system of state uniformity of text-books, there is a certain advantage

when pupils move from town to town, and also a certain advantage in the matter of expense."

Method of Adopting Text-Books in North Carolina.

North Carolina. The state board of education constitutes the state text-book commission, whose duties are to select and adopt a uniform series or system of text-books for use in the public schools of the state. The text-books adopted by the commission must be used in the schools for a period of five years. It is unlawful for any school officer, director or teacher to use any other books.

A sub-commission, appointed by the governor, consisting of educators, is empowered to examine in executive session the merits of all text-books submitted to the text-book commission as specimen copies, or samples, upon which bids are to be based, irrespective of the price, taking into consideration the subject-matter of the books, their printing, their material, and their mechanical qualities, and their general suitability and desirability for the purposes for which they are desired and intended.

It is the duty of the sub-commission to report to the text-book commission at such time as the commission may direct, arranging each book in its class, or division, and reporting them in the order of their merit, pointing out the merits and demerits of each book, and indicating what book they recommend for adoption first, what book is their second choice, and their third choice, and so on, pursuing this plan with the books submitted upon each branch of study. When in the opinion of the sub-commission different books upon the same subject are of equal merit, it is required to so report. If any of the books examined are not worthy of adoption, they must be so designated. The law provides that the text-book commission shall hear and consider the report of the sub-commission, and shall also, themselves, judge the merits of the text-books, taking into consideration their subject-matter, the printing, binding, material, and mechanical quality, and their general suitability and desirability for the purposes intended, and the price of said books, and they shall give due consideration to the report and recommendation of the sub-commission. The text-book commission, however, is privileged to select and adopt such book as will, in their best judgment, accomplish the end desired; and they are authorized and directed, in case any book is deemed by them suitable for adoption, and more desirable than another book submitted, and they consider the price at which such book is offered to be unreasonably high, and that it should be offered at a lower price, to notify the publisher of such book of their decision, and request such reduction in price as they deem reasonable or just, and if they and such publisher shall agree on a price, they may adopt the book.

When the text-book commission shall have finished with the report of the sub-commission, the said report must be filed in the office of the state superintendent of public instruction, and be open at all times for public inspection.

School Board Journal

Department of Superintendence.

Cincinnati, February 24, 25, 26, 1903.

The official headquarters will be located at the Grand Hotel.

All sessions will be held at the St. Paul M. E. church.

Program.

TUESDAY, FEBRUARY 24.

9:30 A. M.

1. *The Human Side of Geography*—A review of Professor W. M. Davis' paper read at the Minneapolis meeting of the National Society for the Scientific Study of Education—

Lloyd E. Wolfe, superintendent of public schools, San Antonio, Texas.

Discussion opened by William H. Hatch, superintendent of schools, Oak Park, Ill.; and Jacques W. Redway, Mt. Vernon, N. Y.

2. *The Best Methods of Electing School Boards*—

Lewis H. Jones, president of State Normal College, Ypsilanti, Mich.

Discussion opened by John W. Carr, superintendent of schools, Anderson, Ind.

2:00 P. M.

1. *The Freedom of the Teacher*—

Charles B. Gilbert, Rochester, N. Y.

Discussion opened by James H. Van Sickle, superintendent of schools, Baltimore, Md.; and John Richeson, superintendent of schools, East St. Louis, Ill.

2. *A Re-adjustment of the High School Curriculum*—

E. W. Coy, principal of the Hughes High School, Cincinnati, Ohio.

Discussion opened by Edwin G. Cooley, superintendent of schools, Chicago, Ill.; and F. Louis Soldan, superintendent of schools, St. Louis, Mo.

8:15 P. M.

Address—(Subject and speaker to be supplied).

WEDNESDAY, FEBRUARY 25.

9:30 A. M.

1. *Industrial Education in Rural Schools*—

Alfred Bayliss, state superintendent of public instruction, Springfield, Ill.

Discussion opened by L. D. Harvey, ex-superintendent of public instruction, Madison, Wis.; and W. W. Stetson, state superintendent of public instruction, Augusta, Maine.

2. *Literature in the Grades and How to Use It*—

Mrs. Alice W. Cooley, assistant in department of pedagogy, University of North Dakota, Grand Forks, N. D.

Discussion opened by Mrs. Josephine Heermans, principal of Whittier School, Kansas City, Mo.; and Miss Florence Holbrook, principal of Forestville School, Chicago, Ill.

2:00 P. M.

Round Table Sessions.

A. *Round Table of State and County Superintendents*—Leader, Mrs. Helen L. Grenfell, state superintendent of public instruction, Denver, Colo.

Session in Assembly Room.

To What Extent and in What Form Should the Manual Training Idea be Embodied in Public School Work?

William O. Thompson, president of Ohio State University, Columbus, Ohio.

Discussion opened by Nathan C. Schaefer, state superintendent of public instruction, Harrisburg, Pa.

Round Table Topics.

(a) Does the College or the Normal School Build the Stronger Teacher?

(b) How can State and County Superintendents Assist in Making Teaching a Profession?



PROF. RICHARD G. BOONE.
Superintendent of Schools, Cincinnati, O.

(c) Shall We Have Teachers' Pensions and What Shall be the System?

(d) Should the Raising and Distribution of School Funds be Entirely Managed by the State?

General Discussion.

B. *Round Table of State Normal Schools and City Training Schools*—Leader, Homer W. Seerley, president of State Normal School, Cedar Falls, Ia.

Session in Parlor No. 1.

The Organization and Function of Training Schools—

(a) In State Normal Schools—

Wilbur H. Bender, supervisor of advanced training department, State Normal School, Cedar Falls, Iowa.

(b) In City Training Schools—

Lewis H. Jones, president of State Normal College, Ypsilanti, Mich.

General Discussion led by John W. Cook, president of the Northern Illinois State Normal School, De Kalb, Ill., and Miss Mary E. Nicholson, principal of City Normal School, Indianapolis, Ind.

C. *Round Table of City Superintendents*—Leader, Calvin N. Kendall, superintendent of schools, Indianapolis, Ind.

Session in Sunday School Room.

Round Table Topics.

(a) Public Opinion and Good Schools—

J. K. Stableton, superintendent of schools, Bloomington, Ind.

(b) The Most Effective Use of the Superintendent's Time—

A. B. Blodgett, superintendent of schools, Syracuse, N. Y.

8:15 P. M.

Address—*How to Utilize Fully the Plant of a City School System*—

Charles W. Eliot, president of the National Educational Association, Harvard University, Cambridge, Mass.

THURSDAY, FEBRUARY 26.

9:30 A. M.

1. *Reduction of Time in the Elementary Schools*—

James M. Greenwood, superintendent of schools, Kansas City, Mo.

Discussion opened by Richard G. Boone, superintendent of schools, Cincinnati, Ohio; and John Morrow, superintendent of schools, Allegheny, Pa.

2. *The University of Oxford and the Rhodes' Scholarships*—

Dr. W. T. Harris, Commissioner of Education of the United States, Washington, D. C.

2:00 P. M.

1. *Some Practical Problems in Manual Training*—

C. R. Richards, director of Manual Training Department, Teachers' College, Columbia University, New York city.



The members of the local executive committee are: Chas. W. Eliot, president of Harvard University, chairman; Hon. Charles Francis Adams, president Massachusetts Historical Society; Alexander Agassiz, Esq., president American Academy of Arts and Sciences, Henry W. Cunningham, secretary New England Historical-Genealogical Society; W. B. de las Casas, chairman Metropolitan Park Commission; Elmer H. Capen, president Tufts College; Grafton D. Cushing, president Boston School Committee; Otto Fleischer, president Massachusetts Library Club; Charles P. Gardiner, president New England Conservatory of Music; O. B. Hadwen, president Massachusetts Horticultural Society; Miss Hazard, president Wellesley College; Professor Paul H. Hanus, chairman convention committee Massachusetts State Teacher's Association; Edward W. Howe, president Appalachian Mountain Club; Ray Green Huling, secretary New England Association of College and Preparatory Schools; Miss Agnes Irwin, dean of Radcliffe; Charles H. Keyes, president American Institute of Instruction, supervisor of schools; Professor George L. Kittredge, president Colonial Society of Massachusetts; President Henry Lefavour, president Simmons College; Professor A. Lawrence Lowell, trustee Lowell Institute; Warren H. Manning, vice-president American Park and Outdoor Art Association; George H. Martin, State director N. E. A.; Dr. C. S. Minot, president Natural History Society; Louis P. Nash, secretary State Teachers' Association; Henry S. Pritchett, president Massachusetts Institute of Technology; Rev. W. G. Read-Mullen, president Boston College; Hon. Stephen Salisbury, president Antiquarian Society; E. P. Seaver, superintendent of schools; Charles E. Stratton, president Board of Park Commissioners; John Tetlow, president Massachusetts Schoolmasters' Club; William F. Warren, president Boston University; Samuel D. Warren, president Museum of Fine Arts; James L. Whitney, librarian Boston Public Library; William N. Young, president Massachusetts Charitable Mechanics Association.

Mechanics Hall will be the meeting place and official headquarters.



MR. EDWARD R. WARREN,
Secretary Local N. E. A. Committee, Boston.

NEEDED SCHOOL LEGISLATION.



If this is to be a successful discussion, something must be said upon which we cannot agree, for no program is so dull as the one in which all speakers are in accord.

There are a few main propositions upon which we can unite. These are: *First.* Teachers should be better paid. *Second.* School terms in many rural districts should be longer. *Third.* Schools should be equipped better.

A fourth proposition follows inevitably from the other three; school revenues should be increased. It is when we come to determine how to accomplish these reforms that we shall find our opportunity to disagree.

SALARIES AND SCHOOL TERMS.

In one county in Indiana the average amount paid to men teachers is \$1.39 per day, and the women \$1.97. The net average is \$1.71. In the same county the school term lasts but 82 days. This gives the man educator \$114 a year. In another county whose notable industry has been lynching, the schoolmasters receive \$1.92 and the women \$1.83, with an average of \$1.88 for each day; and the school term continues through 122 days. The ideal term is one of forty weeks or 200 days.

In Indianapolis, where the cost of living is at its highest, most of our teachers receive the same pay they got six years, yes twenty-six years ago, although it costs them forty per cent. more to live. The most that the great majority of them can ever hope for under present conditions is \$575 a year. And they are among the best bred, best educated women in the city, with cultivated tastes and an appetite for the best things, living on the same annual wage that we pay to the haulers of garbage and the scrapers of streets. In factories and shops all wages have advanced. But the teachers are almost the only sufferers by reason of the good times.

Speaking abstractly, a cheap teacher means an inefficient teacher. That our schools, taught as they are by underpaid teachers, are as good as they are, is a tribute to their devotion to a cause in which many are enlisted for sheer love without adequate reward or hope of reward. So long as we continue the policy of low wages we may expect a condition to continue in which the demand for good teachers far exceeds the supply.

PHYSICAL CONDITIONS.

As a reformed school teacher who found it difficult to buy the necessities of life and support a portion of his family on thirty dollars a month, and whose country school had no equipment except desks and a stove, I can say truly that within the memory of the oldest inhabitant there have been country schools in Indiana that were not adequately equipped.

I do not know the relative proportion of ancient and modern schoolhouses in the state, but I think I can say that the cross-lights of the average schoolroom in Indiana create and stimulate astigmatism and short-sightedness;

that the average schoolroom is heated by stoves in such a way that those children who sit near the stove must endure a temperature of over eighty degrees in order to keep those in the outer rows from freezing; and that rooms are ventilated either by the stiff neck and pneumonia process by the opening of windows, or are unventilated, to the great delight of the omnipresent microbe. These conditions exist in the cross-roads schoolhouse, and they exist in Indianapolis and in many of our most progressive cities. They are more dangerous to the school children of to-day than they were to the grandfathers of these children, because the development of our civilization deprives the children more and more of the opportunities for the out of door activity with which their ancestors were so abundantly blessed. The day of manual training in the wood shed is gone and soon the children of those who had the benefit of it must do without or look for its substitute in the schoolroom.

THE REMEDY IS A QUESTION OF MONEY.

If we agree that teachers should have better pay and longer terms, and that children should study under sanitary conditions and have better equipment for applying the theories which they get from books, let us consider how these reforms shall be wrought. With the increase of school revenue these reforms will be possible at least. How to increase the revenue without injustice to the taxpayer is a harder question to answer.

There are only two known methods of financial betterment, by saving in expenditures, and by increasing the income.

The writer in a recent campaign discovered that much political activity was manifested by individuals who make their living from the sale of school supplies. These individuals professed a desire to see no one put into office who might try to reform the present lax methods of purchasing school supplies. If methods can be used in the purchase of supplies that will enable school corporations to obtain a dollar's worth of supplies for every one hundred cents of school money which they spend, a large saving will be made. The only plan that has been presented for regulating the traffic in school

supplies is one advanced by Senator Goodwine in the legislature of 1899. His bill contained much that is good and some that is evil. It sought to create a commission to buy supplies of all sorts for city, town and rural schools. The difficulties lay, first, in the personnel of such an all powerful commission—how to find experts who were competent and honest, and who knew the needs of all the various schools, and, second, in the impracticability of making uniform the equipment of schools at the cross-roads and in the rich cities.

A law which would secure uniformity in the character of supplies, and a uniform wholesale price for equipping the district schools in the rural and semi-rural communities where supplies are purchased now in small quantities without competition, these committees would have less excuse for their \$1.39 man and their 82 day term.

In some school districts the equipment consists of telluroids and other such mysterious things which the trustee has bought and hid in his barn trusting that there the moth and rust may corrupt and the thieves break through and steal the evidences of his own gullibility or dishonor.

While it is true that a school can have no better equipment than a good teacher, this is not everything. The physical and business side of school work is as necessary a part of an ideal school system as the educational side is. The two must follow parallel lines. There was much sentiment and some truth in Garfield's famous epigram about what constitutes a college, but the best teacher in the world cannot do well with a child that is struggling against bad light and uneven heating and is breathing poisoned air. Neither can the best results be attained from a child who has no opportunity for alternating physical training with mental discipline.

Our Indianapolis citizens have been learning through the newspapers that the present revenue cannot give to all children wholesome schoolrooms and modern equipment. What is true here is said to be true in most cities, and is certainly true in many rural districts.

But upon the physical needs of the common schools we are practically agreed. For the purposes of the discussion the main thing is to find a way to satisfy these needs.

In general terms school boards may be said to derive their income from five sources; from the interest on the state school fund; from the eleven cent state tax, from the special tax levied by local school corporations, from liquor licenses and from dogs.

1. THE SCHOOL FUND.

Two ways of increasing the school fund of the state suggest themselves: (1) levy annually one or two cents on the one hundred dollars, the proceeds to go to swell the principal of

(Continued on subsequent pages.)

State Uniformity of Text-Books up in Georgia.

During the past few years bills have been introduced in the Georgia legislature embodying provisions for uniform text-book law. The theory underlying all of these bills is that the state board of education can select text-books and secure as good books as those now being adopted by the county boards of education, and at cheaper prices. The advocates of these bills claim that no uniform system of schools can be had without uniform texts. Similar bills to those above mentioned are before the present legislature.

Hon. G. R. Glenn, ex-state school commissioner, who was the head of the state's educational system for eight years, and won recognition as one of the most efficient of state superintendents in the Union, and especially as a wise legislative guide, has sent a communication to the general assembly calling attention to the following considerations in connection with the question of state uniformity of text-books:

"No state has ever yet adopted the best books on the market and furnished them to the schools at a lower price than the same books have been supplied to every state in the Union. The best books, like the best plows, or the best shoes, or the best of any other commodity, have their prices fixed by an unchangeable commercial law, the law of supply and demand, that no individual state can control.

"A few states in the Union are to-day operating their schools under so-called uniformity laws. Under these laws they secure books at prices nominally cheaper than the books were secured under county contract. In every case, however, where such state adoptions are secured, the books are inferior in their mechanical make-up, or in their educational value, or both.

It is most significant that books once adopted in this way are seldom readopted; one term is enough to prove their inferiority.

"It must also be remembered that whenever a sweeping change of books is made, brought about by a uniform adoption of text-books, a very great loss is entailed by discarding the old books.

"The demand for a state uniformity law, so far as I know, has never come from school boards, nor from teachers, nor from anybody directly connected with the supervision and management of schools. It has always come directly or indirectly from certain publishers whose books cannot compete in the open market with the best books of their competitors. The publishers of inferior text-books raise the cry "state uniformity" and "cheap books" in order to foist their worthless wares upon an unsuspecting public. They usually pay some lobbyist to sound the cry "book trust" and "grinding monopoly" (the "trust," of course, being the publishers whose books are in use) during a session of the general assembly in order that they may secure for themselves the worst kind of monopoly.

"As an educational proposition, the "dead level of uniformity" is unspeakably bad for the schools. The unanimous opinion of the best thinkers and writers on this subject in America is, that county uniformity is as far as this question of uniform text-books should be carried.

"The true principle seems to be that of local self-government. In states in which the township is the political unit, each township exercises its own right of free choice in the matter of school text-books, as it does in the selection of teachers, school sites or plans for school buildings, or other parts of school equipment. There is no uniformity among the teachers nor

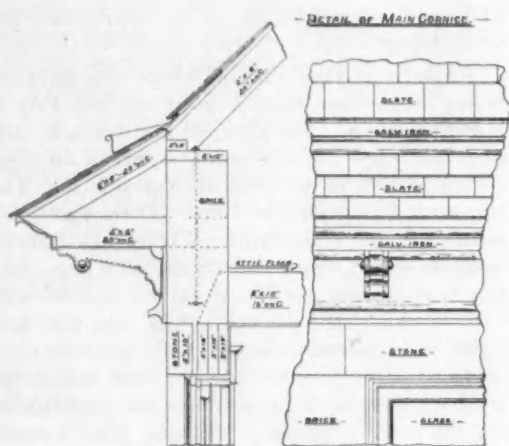
among the children. There is no uniformity of school conditions. No two children are alike; no two localities are alike.

"The testimony of school superintendents, board members and teachers, in those states now experimenting with uniformity law, is overwhelmingly against the continuance of the law. Almost without exception, they testify that the books adopted are inferior and unsatisfactory, and that the people who have to pay for these books have to pay more for books in the long run than they ever paid before.

"There are instances where the books were found to be inadequate, and the parents were compelled to buy supplementary teachable books of real value. This is a revelation of what goes on beneath the surface where state uniformity prevails. Put in simple language the facts seem to be that unwise and misdirected legislation foists upon the state a uniform system of text-books, always inferior to the best books, and always ill-adapted to the majority of the schools and localities of the state; and then the honest desire to do the best possible for the child leads the local authorities to encourage the use of an additional set of books, purchased in open market, to make good, so far as possible, the defects of the state adopted text-books. Thus, the public is first told that uniform text-books mean cheaper books, and next, that in order that their children may get a fair chance of a common school education, they must have another set of books, regardless of expense.

"The one argument in favor of state uniformity seems to be that it would save those parties who move from county to county every

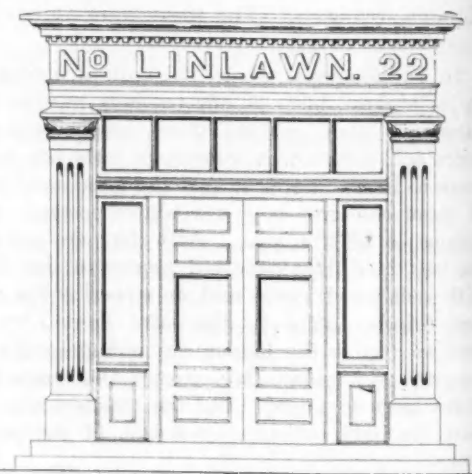
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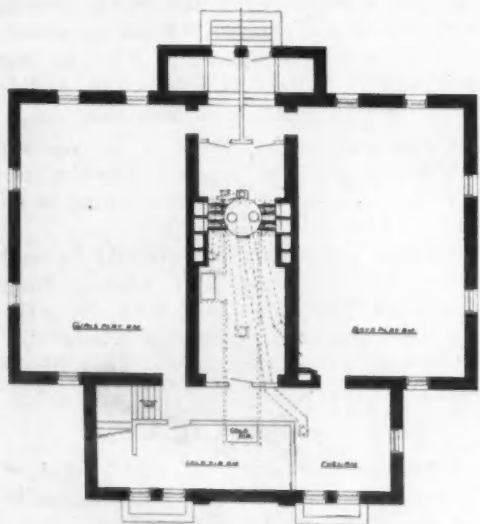
DETAIL OF MAIN CORNICE.



FRONT ELEVATION.
THE NEW LINLAWN TOWNSHIP SCHOOL, INDIANA.

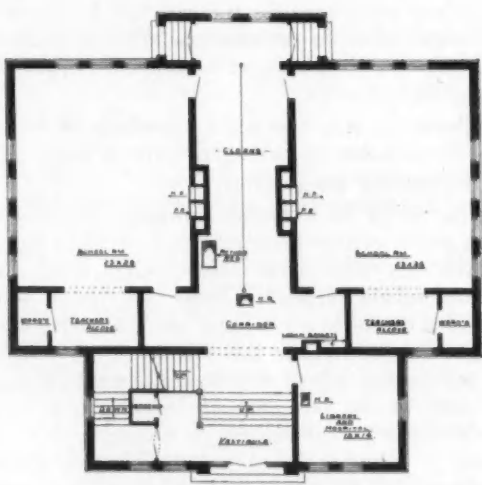


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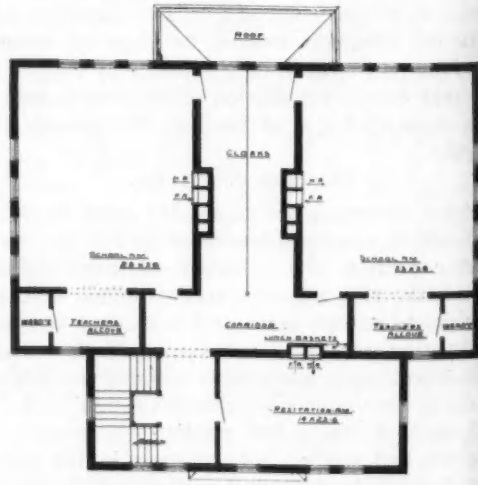
BASEMENT.

Perspective on Opposite Page.



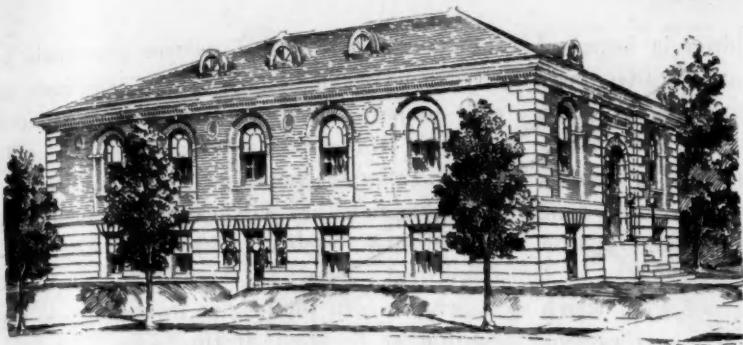
FIRST FLOOR.

FLOOR PLANS, NEW LINLAWN TOWNSHIP SCHOOL, INDIANA.

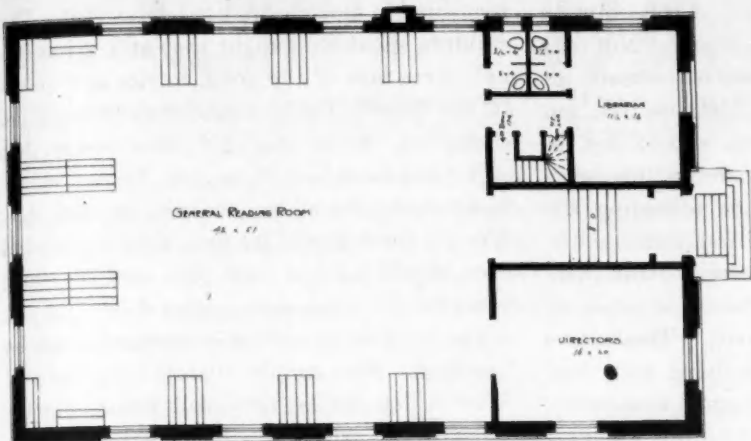


SECOND FLOOR.

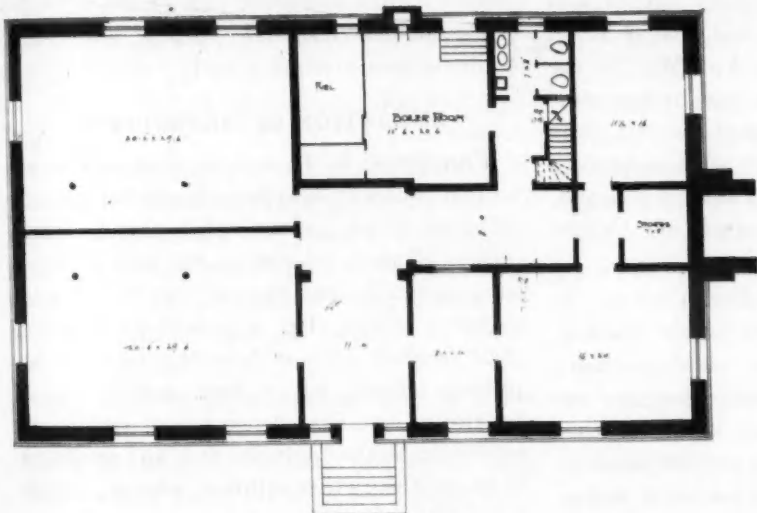
G. R. Laidlaw, Architect, Wabash, Ind.



NEW PUBLIC LIBRARY, FORT SCOTT, KAN.
A. Van Brunt & Bro., Architects, Kansas City, Mo.



MAIN FLOOR PLAN, PUBLIC LIBRARY, FORT SCOTT, KAN.



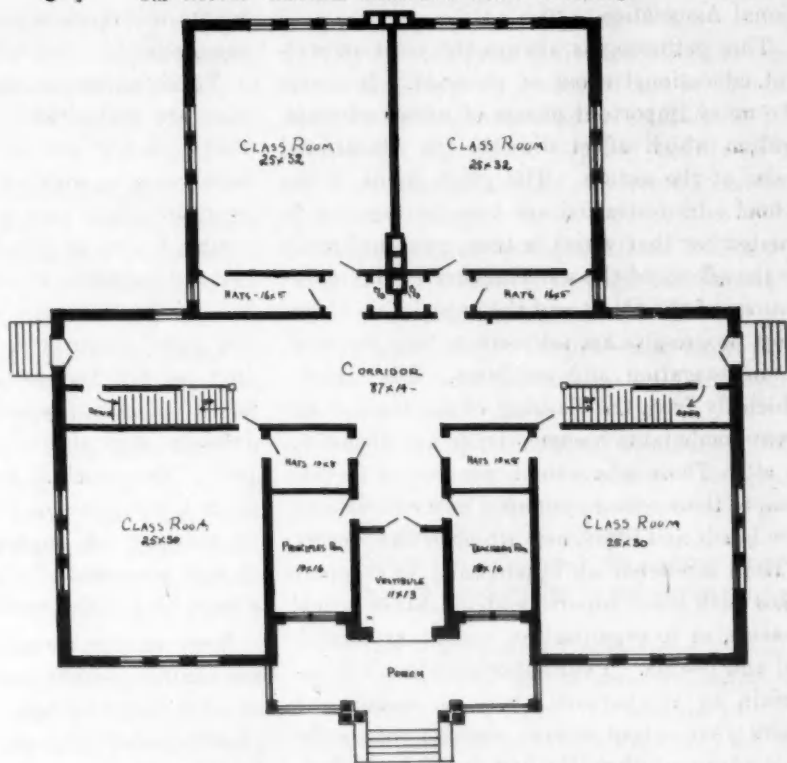
BASEMENT PLAN, PUBLIC LIBRARY, FORT SCOTT, KAN.



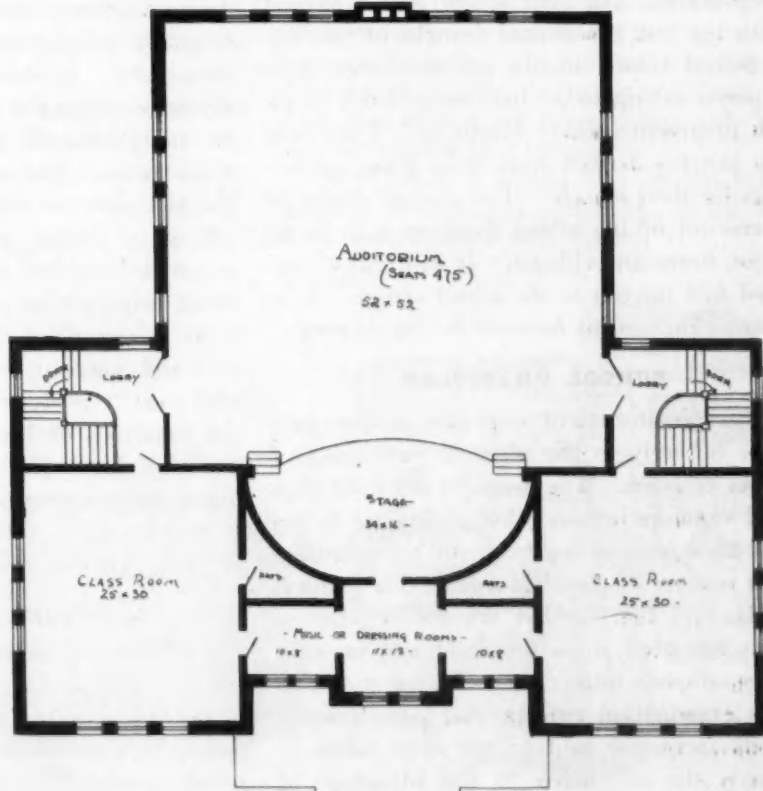
PERSPECTIVE, NEW LINLAWN TOWNSHIP SCHOOL, INDIANA.
G. R. Laidlaw, Architect, Wabash, Ind.
Four Rooms. Cost, with Heating and Ventilation, \$10,000.
Floor Plans on Opposite Page.



PERSPECTIVE OF NEW SCHOOL, SYLVESTER, GA., and OGLETHORP, GA.
Lockwood Bros., Architects, Columbus, Ga.
Six Rooms. Material Brick and Stone Trimmings.



FIRST FLOOR PLAN, NEW SCHOOL, SYLVESTER, GA.



SECOND FLOOR PLAN, NEW SCHOOL, SYLVESTER, GA.

THE AMERICAN School Board Journal

DEVOTED TO

School Boards, School Officials and Teachers.

WM. GEO. BRUCE, Editor and Publisher,
New York—Chicago—Milwaukee.
W. J. LAKE, Eastern Manager.

NEW YORK OFFICE: 63 Fifth Ave.
CHICAGO OFFICE: 195 Wabash Ave.

ISSUED MONTHLY. SUBSCRIPTION, \$1.00 A YEAR.

MAKE YOUR SUPERINTENDENTS GO.

The annual gathering of superintendents will be held at Cincinnati, February 24, 25, 26, under the auspices of the National Educational Association.

This gathering is always the most important educational event of the year. It covers the many important phases of school administration which affect directly the educational pulse of the nation. The great giants in the school administration are brought together to combat for that which is true, good and noble in the efforts of the schoolmaster. The observations of the ablest and the experiences of the most progressive are set forth to bear the light of investigation and criticism. The sparks which fly from the clashing of the steel of the great combatants become visible and inspiring to all. Those who attend are bound to take back to their school systems a new enthusiasm, new ideals and ideas, new strength and energy.

Here is offered an opportunity to compare notes with other superintendents, other school systems, as to organization, conditions, standard and results. Your superintendent will ascertain by comparison where he stands and where your school system stands; secure the most advanced ideas, the best methods; in fact, keep himself and your school system abreast with the best educational thought of the day.

School boards should not only urge their superintendents to go, but compel them to go. All progressive school boards do. They need the benefits derived from these great gatherings for their schools. The expense should be borne out of the school fund, as it is in all cities, towns and villages. It will bear a hundred fold interest to the school system. It is a small investment followed by big returns.

SCHOOL PHYSICIAN.

Much greater attention is paid in these days than formerly to the physical well being of school children. The necessity for their physical examination and the advantages to accrue therefrom is beginning to be recognized by a number of school boards in this country.

Many of the ills that are not detected in time, but grow upon the child and in after years seriously impair its usefulness would by such examination twice a year be discovered in its incipency and proper steps taken to remedy the evil much to the advantage of the pupil and the gratification of its parents.

The vision of many children is impaired when yet in their infancy and steady application to their studies aggravates the case which is not brought to the parents' attention under present conditions, until it becomes serious and then such mischief has been done as to affect the child's sight during its lifetime.

Some children's hearing is affected, which early treatment may cure; others have various sorts of disease lingering in their systems which an examination may expose in time to prevent serious results.

Students in the early stages of consumption have no business in the schoolroom. Not only should they not be there because outdoor air and exercise is necessary to their welfare, but the atmosphere of the room should not be impregnated by a consumptive to the detriment of others who may be attending the same school.

Teachers, too, should be examined and those who are unhealthy,—and there are many of them—should not be employed. There have been cases in which teachers dying with consumption, have been retained until thoroughly unable to get to the school building which is ever an injustice to the little children under her charge, not only because of her poisoning the atmosphere with unhealthy breath and sputum, but because a teacher who is in ill health cannot properly do her part in the arduous work devolving on one in her position. Many a child has wasted the best years of its life because of this sort of incompetence on the part of the teacher, and in the end, though possessed of a good mind, has become a mere blot in the world.

Such examinations should also extend to the sanitary conditions of the school building and its surroundings. Some children under present conditions sit in seats that are too high or too low, contracting hip and other diseases. Some desks are not proportionate in height to the seat and make the child hump-shouldered. In some cases the light from the windows strikes the desk or the blackboard at an angle that the reflection affects the eye unfavorably. The acoustics in some rooms are bad and the draft injurious to children sitting in certain seats. All these things might be remedied by one who is competent, being employed as physical examiner and if there is any place that such talent is necessary and where it would result in much general good it is certainly in the schools where the hundreds of little children are confined day after day. The suggestion offered will no doubt find a strong sentiment favorable there-to and no doubt will ere long be adopted in all the schools of the land.

FIRE DRILLS.

Fire drills in public schools have been called red tape, but they are not. They are essential to the safety of the pupils when there is real danger by a threatening fire. Time and again school disasters have occurred merely because proper precautions were not exercised in time.

School boards should require principals to give such instructions to their assistants as will prepare them to act prudently and promptly in case of a fire in the school building, and that the pupils be so trained that, at a given signal, they will leave the schoolhouse in order and speedily. This can easily be accomplished. A talk by the principal to teachers, who in turn would give instruction to the children at the first of the term, as to the meaning of a fire drill and the necessity of strict obedience on the part of the children.

Discipline and obedience are the chief requisites to make a fire drill successful. The children should be taught that at a given signal, three taps of the gong, to rise and quickly, but quietly, file by single rows through the cloakroom, where they get their wraps, but only hang them over their arm. Then they are to file down the stairs, one row on each side. The top floor should go first, then the second floor should have a flank file, and the three files pass down the stairs to the doors and out.

The children should obey instantly, ask no questions, but simply follow instructions. After a few drills, they will become accustomed to the drill and will not become frightened, even if there is a real fire, as they do not know whether the alarm is a false or a true one, or merely a practice drill.

Fire drill serves a real purpose, and should be introduced in every school.

EDUCATION OF DEFECTIVES.

Providence, R. I., was the first city in the United States to establish schools for defective children. Since their inception they have been objects of great interest on the part of educators, generally, and the city has been visited by many seekers after information concerning their conduct. These schools, like the disciplinary schools, which form another special feature of the Providence school system, are conducted on the ungraded plan and are founded on the theory that children, who are troublesome in conduct or deficient in intelligence, need special attention.

The success of these special schools has been very great and has shown, conclusively, that the theory is correct. There are better methods of discipline than harsh treatment and severe punishment, and better ways of trying to teach those children, who are backward in their studies, than the old methods of keeping them in the same classes and giving them only the same attention that is accorded those who are bright and learn easily. Special attention has been found to be what is needed for both these classes of pupils and to secure that separate schools and separate teachers are required.

The plan includes not only those who are actually defective, but also those who do not make good progress in some particular study, who in the special class receive the coaching which enables them to return quickly to the regular classes and not fall behind the grade. The advantages are, therefore, twofold. The backward children are given the training they

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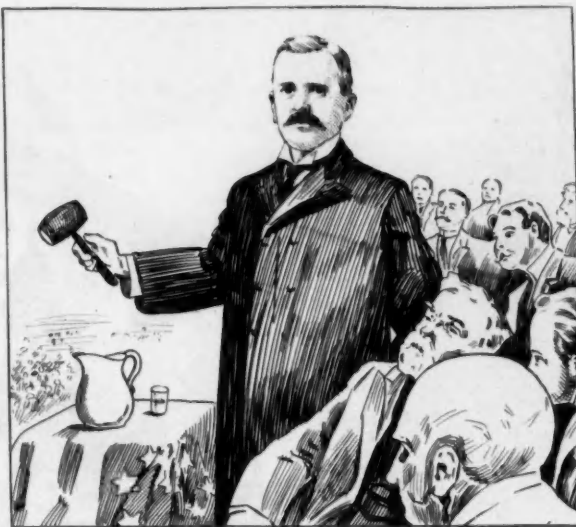
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Hair cutting and bathing in the Chicago public schools.



Prof. D. L. Gaskill will open the Ohio School Board Convention at Columbus, O., Thursday and Friday, February 12-13, 1933.



Many schools in the northern states are closed for the want of coal.

need and at the same time their removal from the regular classes enables the brighter pupils to make better progress, because they are not compelled to wait for those who are not so clever. It is evident, therefore, that the special classes not only benefit, directly, those who are placed in them, but, indirectly, are of great service to all children in the school.

SORE EYES AND KINDERGARTENS.

Prof. McHardy, ophthalmic surgeon at King's College Hospital, London, has issued a warning against kindergartens. He attributes to these much of the increase in eye troubles among children in London and elsewhere. "I believe," he says, "that the present kindergarten system is at the root of much of the injury caused to young children's eyes. I have closely studied this phase of the question and am able to speak from experience. The continuous concentration of young eyes on colored papers and upon the small objects used in the infants' schoolroom does, I am convinced, tend to provoke short sight in a few years. This mischievous element can be detected not only in London, but in all large towns where young children are forced, quite unconsciously, to strain their eyes in one direction in a poor light. I am accused of being an old Tory. Well, I work ninety-one hours a week, many of which are spent examining and operating at the Royal Eye Hospital, and from dealing in this way with the masses I

am able to arrive at very safe conclusions. A little reading and a little sewing for children do no harm, but when the dose is in the slightest degree overdone, as I am convinced it is in many of our schools, then injury to vision takes place."

CARTOON COMMENTS.

The cigarette evil among school children is now receiving more attention at the hands of educators than ever before. When the organization of anti-cigarette leagues was begun, it was thought that the evil could readily be stamped out. Experience, however, has taught that everlasting vigilance only will effectually eradicate it. Such men as Prof. Frank V. Irish of Chicago, Supt. R. A. Ogg of Kokomo, Ind., and many others have done noble work in that direction. Good results have already been achieved but more remains to be done to attain the desired end.

It is said that about \$8,000,000 are expended annually for schoolbooks. This makes a per capita cost of ten cents for every man, woman and child in the United States. The aggregate amount seems large and yet the per capita cost is extremely small when it is considered what is received for the expenditure.

The Chicago Board of Education begins the education of the unclean urchin by cleaning him. A haircut and a washing from top to toe renders him available for schoolroom labors.

Among the arguments in favor of pensioning teachers are the following:

"By retiring from active teaching those rendered inefficient by reason of age or ill-health and who would otherwise be retained in their places by charitably disposed boards to the everlasting injury of the children who are compelled to attend.

"By saving the energy of those still capable and in active service, through the removal of anxiety for the future.

"By attracting to the profession many bright minds that would otherwise seek employment in other fields.

"By securing permanency of tenure which of necessity goes with any system of pensioning. "The arguments against the pension system may be summed up as follows:

"That it tends to lower the regular wages.

"That it renders its beneficiaries improvident.

"That the resultant permanent tenure results in keeping in the service teachers who had better be dropped, not because they have become inefficient, but because they have always been so.

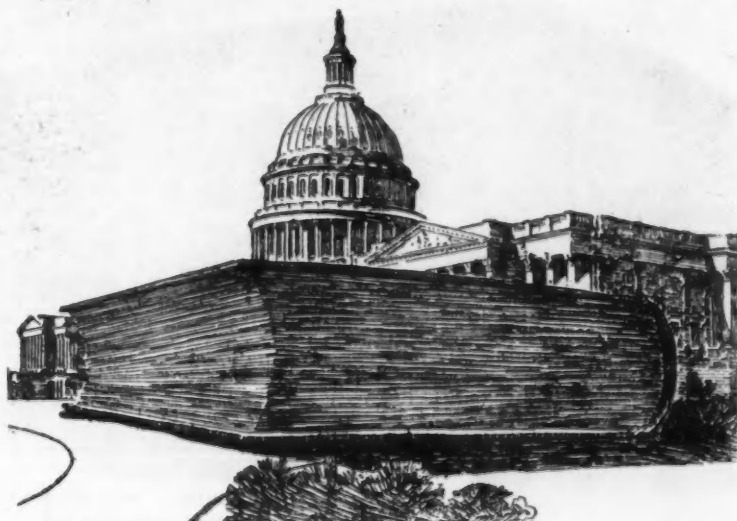
"That the pension system is un-American. That it places teachers in the dependent classes long before they are really dependent.

"That it compels the many who leave the profession after a few years of service to provide for the few who remain.

"That pensions should only be granted to soldiers, firemen and policemen, whose lives have been attended with hazard.



The cigarette fiend, the school boy's greatest enemy.



The school books of the United States in one volume.



McCutcheon proposes diplomas as a solution for the servant girl problem.

Building and Finance.

New York City. C. B. J. Snyder, the official schoolhouse architect, has completed plans for an eight and nine-story school building, of perfectly designed fireproof construction, with a complete system of elevators, the buildings to accommodate 5,000 pupils. In view of the rapidly increasing congestion in some parts of the city, and the increasing cost of school sites, it is found that skyscraper school buildings have become a necessity. These buildings will be of steel frame, with everything inside and out fireproof.

Chicago. No more school property is to be sold. The real estate held in trust by the board of education is to be managed so that profit may accrue to the schools.

Buffalo, N. Y. The report of the board of school examiners describes the overcrowded condition of the schools as lamentable and deplorable.

Kansas has 9,106 schoolhouses, 11,709 teachers and 517,000 children of school age.

Mankato, Minn. It having proven a difficult matter to collect tuition from some outside pupils or their parents for expired periods, hereafter all non-resident pupils must pay tuition in advance.

St. Paul, Minn. The newly erected McKinley school is the only graded school in the city that has an assembly hall. A stage or rostrum occupies one end of the hall, and the seating capacity is 700.

Two important elements of nature essential to every school building are fresh air and pure water. No school board has the right to jeopardize the lives of school children by failing to provide the same.

Syracuse, N. Y. A new \$50,000 grammar school is to be built on the cottage plan.

Lincoln, Neb. Rate for non-resident pupils fixed at \$15 a semester; \$1 a week if payment is made in dribbles and delayed.

Milwaukee, Wis. The members of the board opposed the erection of a four-story school building. They contended that no school should be erected, having more than three stories. The schools are not built of fireproof material, and in case of fire, a four-story building would be very dangerous to life.

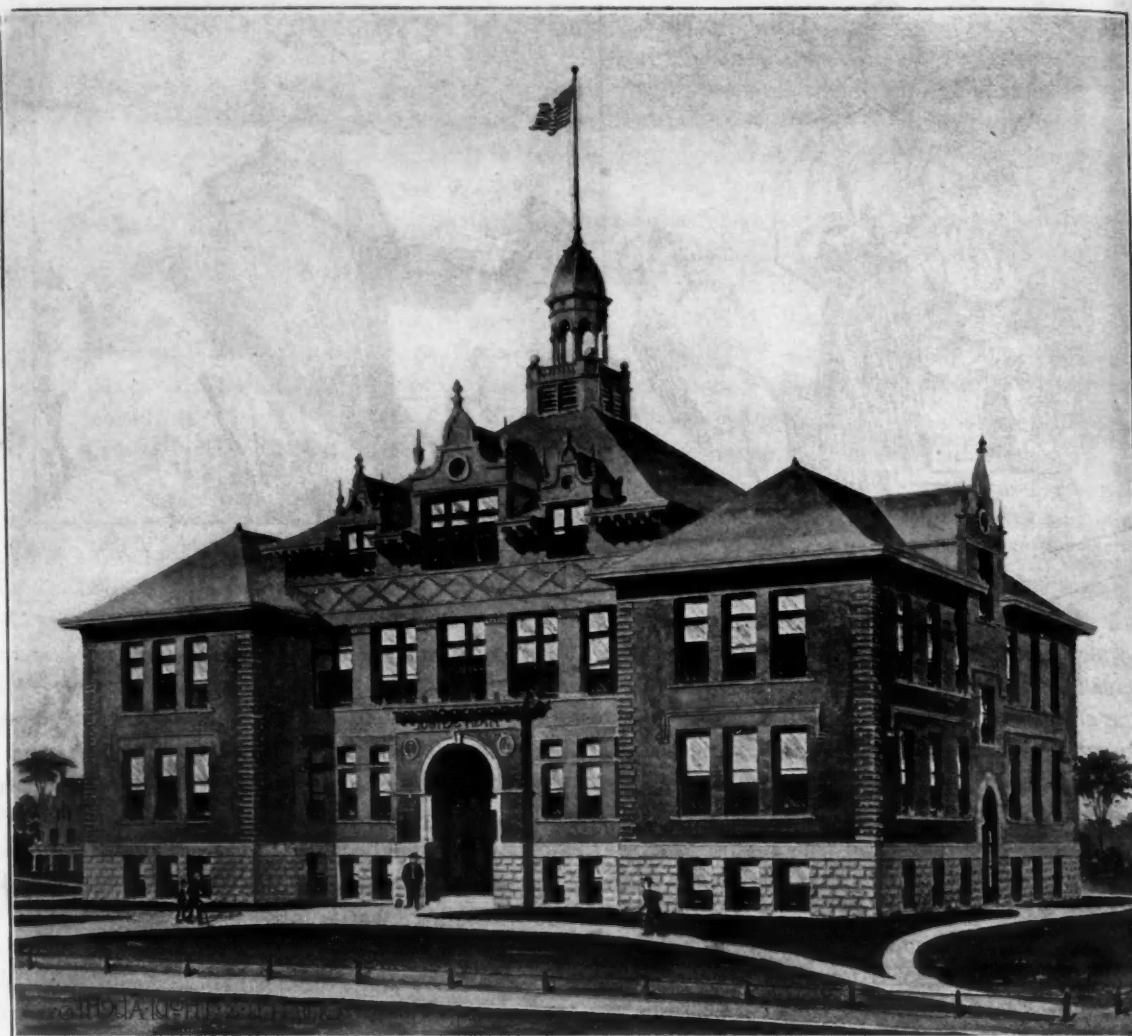
The new Hinsdale School, Pueblo, Colo., which was published last month, was designed by Mr. G. W. Roe, a local architect, and built to conform to the particular piece of ground on which it is situated.

The building contains 21 class rooms, averaging about 27 by 32 feet in size, and 5 recitation rooms. All rooms have a wardrobe in connection and are fitted with a book case.

The basement contains beside the rooms for boiler, fuel, etc., janitor's quarters and a domestic science room.

The building is heated by steam and ventilated by means of steam coils placed above the second story in large vent shafts. The whole is well lighted and modern in all its appliances.

Building has a seating capacity of about 1000 pupils and cost \$63,000.



NEW HIGH SCHOOL, CUMBERLAND, WIS.
OMEYER & THORI, ARCHITECTS, ST. PAUL, MINN.

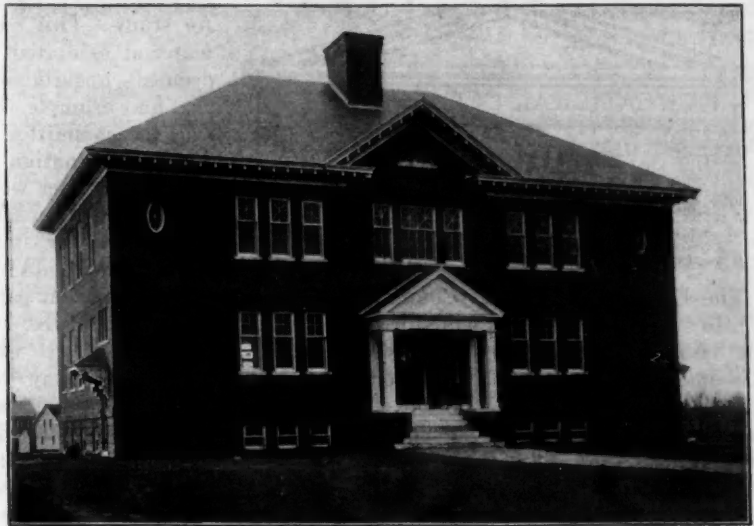
This building is equipped with all modern improvements. Special attention was paid by the architects to the heating, lighting and ventilation.



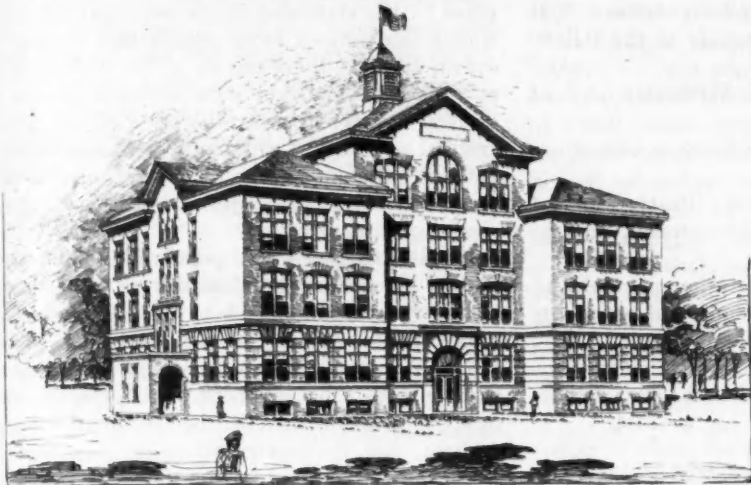
THE NEW EMERSON SCHOOL, BUTTE, MONTANA.
PROF. R. G. YOUNG, SUPERINTENDENT.



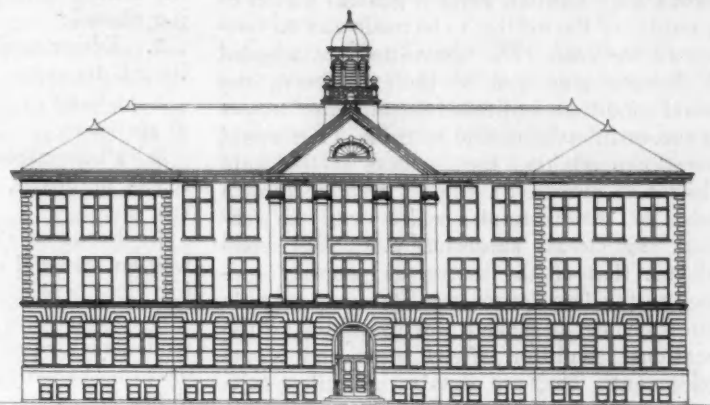
NEW SEVENTH STREET SCHOOL, COLUMBUS, GA.
Material: Brick, with Stone and Terra Cotta Trimmings.
Lockwood Bros., Architects, Columbus, Ga.
Floor Plans Below.



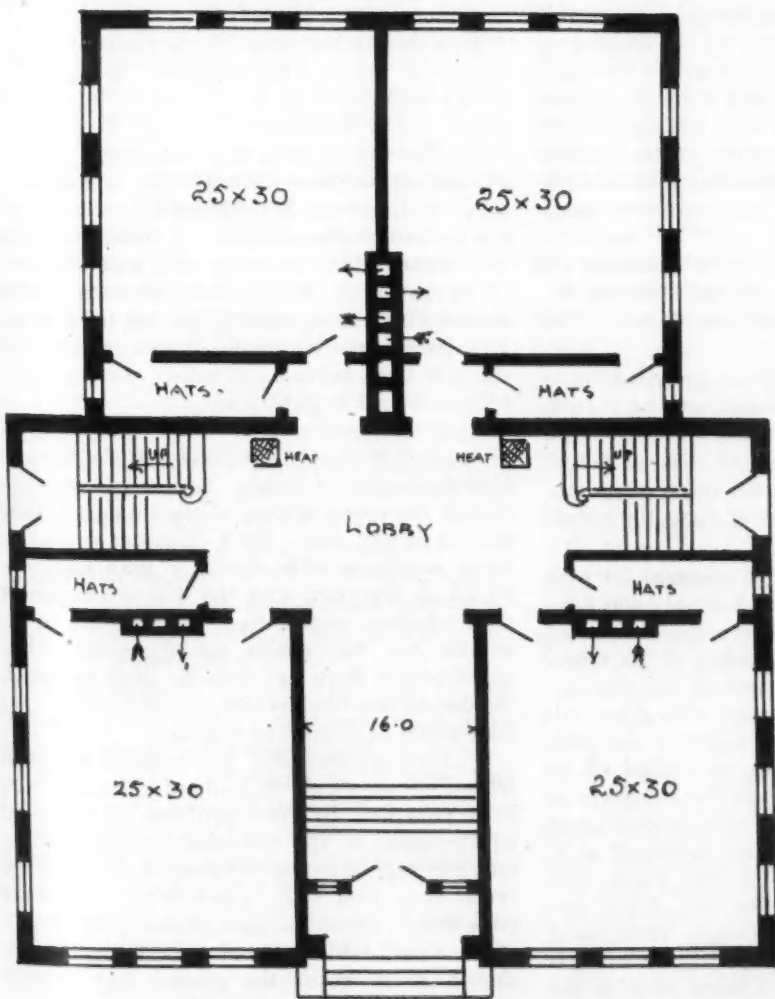
NEW SCHOOL HOUSE, HAMPTON MILLS, MASS.
45x72 feet. Courtesy of Easthampton News.



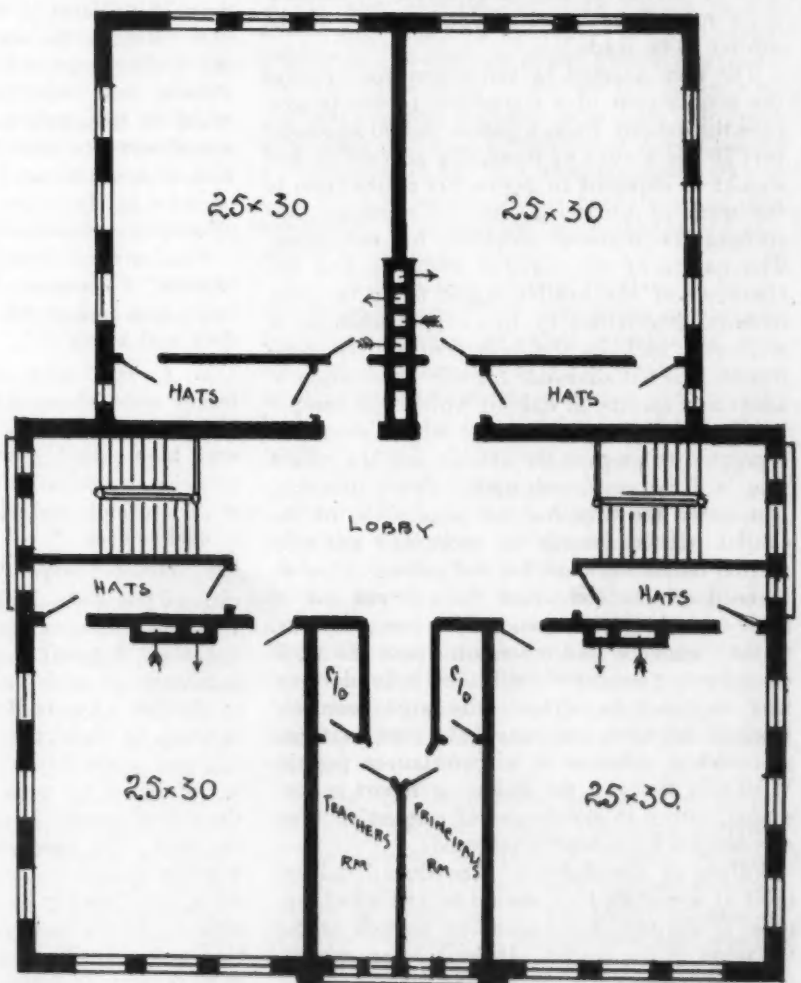
PERSPECTIVE OF COMPETITIVE DESIGN.
NEW FOURTEENTH WARD SCHOOL, MILWAUKEE, WIS.
H. J. Esser, Architect, Milwaukee, Wis.



FRONT ELEVATION, COMPETITIVE DESIGN.
NEW 14th WARD SCHOOL, MILWAUKEE, WIS.
Buemling & Dick, Architects, Milwaukee, Wis.



FIRST FLOOR PLAN.



SECOND FLOOR PLAN.

FLOOR PLANS, NEW SEVENTH STREET SCHOOL, COLUMBUS, GA.

Lockwood Bros., Architects.
Perspective at top of page.



Wisconsin Takes Action.

The Educational Exhibit Committee of Wisconsin submitted a report, which was adopted at the last meeting of the Wisconsin Teachers' Association. The plan therein outlined will serve as the basis for the exhibit. As soon as the legislature has made the necessary appropriation, the work of preparing the exhibits will begin.

Report on Educational Exhibit for the St. Louis Fair.

The General report of William George Bruce, which has been adopted by the Committee on the World's Fair Exhibit, gives a general sketch of the nature of the exhibit to be made and an estimate of the cost. The committee has adopted Mr. Bruce's plan and in their judgment the general conditions indicated therein must be met if a successful exhibit is to be made. They would not recommend that the teachers of the state endeavor to prepare an exhibit from their own funds, or from funds which can be obtained by local subscription. They feel confident that if the matter is properly presented to the Legislature, the State will provide a sum sufficient to make a worthy exhibit of the educational condition of the state and of its development. They are certain that unless suitable financial resources are provided, no exhibit can be made which would be at all adequate, or one whose results would be worth the labor which its preparation must involve. In addition to the report of Mr. Bruce, the committee desires to submit at this time certain considerations regarding the extent and nature of the exhibit to be made.

The plan adopted by the committee involves the employment of a competent person to prepare the exhibit. Such a person should be an expert in the matter of preparing an exhibit and should be expected to devote his entire time to the work of preparing, and, if necessary, installing the material collected for exhibition. The nature of the material collected and the character of the exhibit ought to be in large measure determined by this expert when he is employed, and, in the judgment of the committee, it is not advisable for this Association to adopt any scheme of exhibit which will hamper the freedom of the committee which should be appointed to prepare the exhibit and the expert who will be employed under their direction. But, since the time for the preparation of the exhibit will necessarily be short and probably will be found too short for the amount of work to be done, the committee feels it not out of place to make certain general recommendations, so that teachers, and others on whom the work of collecting material will inevitably devolve, may be ready to perform the work promptly when called upon and may have such material prepared in advance as circumstances permit. With this thought, the following report is presented, rather in the nature of suggestion than as a scheme to be exactly followed:

Nature of the Exhibit. An educational exhibit at a world's Fair should be one which appeals to the eye of the spectator as well as the mind of the reader. It must be an exhibit, not a mere mass of material. So far as possible, it should appeal to the visitor at the exposition

rather and to the student with ample leisure for study. This means that a large amount of material exhibited at former World's Fairs is deemed unsuitable for exhibition purposes. As an example of such unsuitable material, the committee would specify a superabundance examination papers, or similar illustrations of written work from students.

The same remarks may be made of many compilations of statistics, although these have for the future student a far greater value than the examination papers. But, in the judgment of the committee, statistics can wisely be used as part of an exhibit in two ways only. First, they may be presented in the form of diagrams which will appeal to the eye, and in this form are a proper and indeed an important part of an educational exhibit. Secondly, the statistical results may be printed in the form of a pamphlet, or volume, and thus be made available for study on the part of those who have sent the exhibit and desire more fully to acquaint themselves with the facts. The committee, therefore, believe that the exhibit should consist mainly of the following classes:

1. Educational maps of Wisconsin and of its sub-divisions.
2. Charts or diagrams, exhibiting educational statistics.
3. Photographs, or other illustrations of school buildings, grounds, laboratories, apparatus, etc.
4. Books or Pamphlets, or other printed and written material easily inspected and representing various phases of education.
5. Samples of those classes of the work of students which readily appeal to the eye; such as drawing, modeling, and manual training.

The following suggestions are made of possible exhibits in each of these classes, not at all designed to be exhaustive, but as suggesting some of the types of exhibit which can be made.

1. **Educational Maps.** The following statement will serve to indicate, in part, what may be done in preparation of educational maps.

a. Maps of the state, showing the position of the higher institutions of learning, the high schools, and other secondary schools. These could be indicated on the map by signs which would serve to show the nature of the institution, and, in the case of high schools, the number of years in the course, and the courses of study offered by each school.

Similar maps should be prepared, showing the location of commercial schools and business colleges, and special schools, such as those for the deaf and blind.

b. County maps should be prepared on a larger scale, showing the main facts of population for each county, indicating the position of each high school, graded school, district school, parochial or private school, and other educational institutions, and showing by signs the nature of each school.

c. Similar maps should be prepared for each city of the state, indicating not only the position and nature of the various school buildings, but also, if possible, the density of the school population in each unit of area of the city.

Similar maps could be used with great advantage to show the development of the educational system in the state and some of its sub-divisions by maps showing the condition of the school system at certain selected periods in the past. The committee is not informed as to whether statistics are at hand from which such maps could readily be compiled, but, if it is possible to do so, they would strongly recommend that such maps be prepared. It will undoubtedly be possible to prepare such maps, showing the history of the school system in the more important

cities of the state. The committee would regard the preparation of such local maps as a matter of very great importance.

All of these maps should be drawn on such a scale that they could be mounted on cards on the same size. These cards could be placed in frames which can be attached as swinging frames to the wall, or placed in the center of the space occupied by the exhibit.

2. **Statistical Charts, or Diagrams.** It is hardly necessary to go into great detail regarding the possibilities of exhibiting by diagrams the main facts of the statistics of the education of the state. Nor is it necessary to enlarge on the great advantages of presenting statistics in graphic form. It is an obvious fact that statistics are almost useless for exhibition purposes unless presented in diagrams, and it is equally true that when presented in this way they form a very valuable and striking feature of an exhibit. The following classes of fact lend themselves readily to such a presentation.

a. The expenditure of money for school purposes in the state and in its principal sub-divisions; the sources from which this money is drawn and the directions in which it is expended. The latter should show the expenditure as divided between the various parts of the school system, as primary, grammar, high schools, etc., and the different classes of expenditure, as salaries, administrative expenses, buildings, libraries, apparatus, etc.

b. Statistics of school population and attendance. These, like the statistics of expenditure, should be diagrammed, both for the state as a whole and for each of its main divisions. They should show the school population of the state at various ages; the numbers, both absolute and relative, in attendance on the schools of various grades; and the distribution of this school-attending population between the public, parochial, and private schools. Every endeavor should be made secure full presentation of this important part of school statistics so as to present the educational situation of Wisconsin during the current year as accurately as possible.

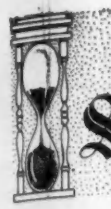
It is obvious that some of the facts referred to under the last two heads might be presented in the form of maps, as well as in the form of conventional diagrams.

c. Courses of study, text books, etc. A large amount of valuable information in regard to these matters can be conveyed by charts, yet the particular forms which the charts may take will depend much upon the skill and ingenuity of the person in charge, and also upon the degree to which accurate statistics can be obtained. It is hardly possible wisely to specify much under this head beyond indicating that much attention should be paid to it.

Under the head of "statistics," as under that of "maps," it would be well, if possible, to make historical study of certain features of the condition of the school system of the state at definite periods in the past. Such diagrams cannot be made unless suitable statistics have been collected in the past, and the committee cannot state whether, or not, such statistics are in existence for the entire school system. Unquestionably there are data at hand by which the development of the high school system of the state could be accurately traced.

3. **Photographs.** All photographs designed for exhibition should be made of a uniform size, to be prescribed by the committee. They should be furnished to the committee unmounted, so that they may be mounted for exhibition on large sheets of uniform size. The several cities in the state should prepare at least photographs of each of the school buildings and typical illustrations should be given of the graded and country

(Continued on subsequent pages.)



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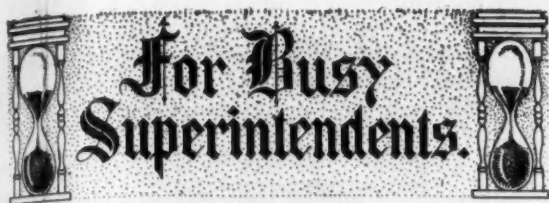
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Special Studies.

COMMERCIAL.

Bangor, Me. Typewriting has been introduced in the high school.

Lincoln, Neb. Bookkeeping has long been taught in the high school.

Pekin, Ill. An optional business course to be introduced in the high school next year.

Peoria, Ill. Shorthand is to be taught in the high school.

Indianapolis, Ind. Superintendent Kendall believes that increased attention should be given to broad training in commercial branches. The public schools he insists should furnish adequate instruction not only in stenography, typewriting, bookkeeping and the other technical lines of work, but they should also give opportunity for the study of municipal government, civics, manual training, social science, banking, transportation, commercial geography, the industries of the city, German and perhaps Spanish.

Chester, Pa. Superintendent A. D. Yocum is desirous of placing the commercial department on the best possible basis. He has mailed the following letter to all graduates having taken the Commercial course:

"1. Name each position that you have filled since leaving school; specifying whether it called for knowledge of bookkeeping, of stenography and typewriting or both, and stating the length of time you served in it, and—if you are willing—your first monthly salary and that at present received.

"2. (a) In what respect, if in any, did you find your training inadequate?

"2. (b) In what respect, if in any, did you find your training valuable?

"3. Have you attended any business school other than the Commercial Department? If so, name it.

"4. Kindly specify in what details you found the training there received superior to that given you in the Commercial Department.

"5. What is the least monthly salary for which you would be willing to leave your present position, if other conditions were favorable? What sort of a position would you like to have at that figure?"

Domestic Science.

Fond du Lac, Wis. A department of domestic science was established in the high school two years ago. It has proven a success and has fully justified its incorporation in the curriculum. The first work in cooking is very simple, and teaches first of all cleanliness, exactness and economy in handling the materials. In an evolutionary manner the students are taught the entire culinary art.

Menominee, Mich. Sewing has been taught in the eighth grade for some years; it has now been introduced in the high school.

Springfield, Ill. President E. D. Keys has recommended the establishment of a domestic science course in the high school. He believes in providing such courses of study that will prepare pupils for useful lives.

Aurora, Ill. The West Side board has introduced a domestic science course in the high school.

Salt Lake City, Utah. Domestic art and science is the latest innovation in the schools.

Galesburg, Ill. Teaching of cooking is to be given a trial in the schools.

Language.

Albany, N. Y. The study of English in the High school is to be systematized to obtain better results.

An interesting departure in the method of teaching the living languages has just been inaugurated in the French colleges and lycees under orders of the minister of public instruction. The principle of the new method is to surround the pupils with an atmosphere of the particular language which is being taught. For instance, if English or German be the language of the day, the pupils will have instruction on the language itself without any French trimmings; in other words, book English or German will be excluded and the pupils instructed first to talk, next to read and finally to write the language.

St. Paul, Minn. The German-Americans of the city have made a request for the teaching of the German language in the schools.

Manual Training.

Good manual training men are hard to get, and the school board that obtains the services of a well posted, bright and economical instructor is fortunate indeed, as there is probably no branch of school work where the man is a greater element for success or failure. Unless he is thoroughly master of the department, and at the same time, careful and conscientious, the most apparent and consequential thing about the work is liable to be the expense of its maintenance. School boards should search for an instructor until they find a man who gives every promise of efficient and painstaking service.

Menominee, Mich. Pupils in the fifth and sixth grades of the ward schools are allowed to work in the manual training department of the high school for an hour once a week. Besides the work offered in former years, several courses have been added: Wood carving, designing, pattern making and architectural drawing.

In Sweden it has been found that pupils given six hours at sloyd each week are more advanced in their other studies than are those who receive less of this training with tools. The claim is therefore made that the manual exercises develop mental strength and application to the various studies.

Marquette, Mich. Manual training may soon be introduced in the grades.

Marshalltown, Ia. Superintendent W. I. Crane classifies all human expression under the following forms:

1. Mechanical Arts.
2. Domestic Arts.
3. Landscape Gardening.
4. Sculpture.
5. Painting.
6. Architecture.
7. Music.
8. Languages.

Of these eight forms of expression, he says, the tongue can only express a part of two, vocal music and spoken language, whereas the hand must express the others, this showing that the only human expression that abides is that through the hand. By failing to educate the hand to be able to express the mind, we educate the child's mind and wall it in. The most highly educated man in the world, with useless hand, would be compelled to live in a cavern with what nature provided him, but the speechless man, with a trained hand, would have every comfort of life excepting vocal music and speech. Labor troubles come about because one man has the trained mind and the other the trained hand.

Buffalo, N. Y. "It is part of the legitimate work of the says," says Superintendent Emerson, "to give an education that will help to make boys better mechanics, more skillful in the trade which they may wish to enter."

Nashville, Tenn. Manual training has been introduced from the kindergarten through the High school.

Music.

Hastings, Minn. A supervisor of music has been employed.

Independence, Pa. For the past three years music has been taught, and taught successfully in the schools. Violent objections were at first raised to the introduction of music, but the objectors have ceased objecting.

Physical Culture.

Paducah, Ky. Every teacher is required to give instruction twice each day in physical culture to her pupils.

Gymnastics can be made so interesting that it will be play to the pupils. School work is repressive and must be counteracted. In Sweden there is a vigor among school children not found anywhere else.

Chicago, Ill. Trustee Hartung favors equipping every school building to be erected in the future with a gymnasium.

Council Bluffs, Ia. Physical culture is to be taught. Teachers' classes are held once a week to give the teachers the necessary training so that, in turn, they can impart to the pupils, under them, the knowledge they derive at the class meetings.

Milwaukee, Wis. A physical instructor for the high schools is to be provided.

Brookline, Mass. Regulations pertaining to the physical training of scholars adopted. They pertain to separate heads, the ones relating to athletic work, reads as follows: "For the regulation of athletic exercises outside the schools, two committees shall exist. For the high school the committee shall be composed of the director of physical training, the head master of the school, a graduate of the school and two under graduates. In the case of the grammar schools, the committee shall consist of the director of physical training and two principals. No pupil shall enter any athletic contest or exhibition as a representative of the Brookline public schools without first securing the permission of the committee in charge of the athletics of the school to which he belongs."

It is the purpose of new regulations to increase the efficacy of the instruction in physical training, to enlist the closer attention of both teachers and pupils, and to prohibit as far as possible the over-exertion of pupils in those athletic pursuits as are participated in out of school hours.

Writing.

Central Falls, R. I. A change has been made from the vertical to the medial system.

Chicago, Ill. The vertical system is taught in the schools, but much latitude is allowed principals, according to circumstances. The copybooks are used up to the sixth grade. After that time the children are allowed to express their individuality in their handwriting. Superintendent Cooley is a believer in the vertical system.

Peoria, Ill. The board believes that it has solved the writing problem. A large majority of the teachers favored the vertical writing, while a majority of the board favored the slant system, holding that it was better adapted to business purposes. A compromise was effected by which the vertical system will be taught the first four years of the grammar grades, and the slant writing the next four.

**The Life of the Ancient Greeks.**

Twentieth Century Text-Book Series. By Charles Burton Gulick, Ph. D., assistant professor of Greek in Harvard University. Illustrated. 373 pages. Price, \$1.40. Published by D. Appleton & Company, New York, Boston, Chicago.

The author, in treating his subject, has presented the essential facts of daily life among the Greeks, particularly the Athenians. A thousand and one interesting facts have been dug out of the cumbersome records of the past and presented in a concise and readable form. The student is not only led into interesting conditions of Greek life, but also into the atmosphere of the same.

The book is intended for students in secondary schools and in the freshman year in colleges, but it will prove also a valuable as well as interesting volume for the library of any adult.

The illustrations are numerous, as well as instructive. Ample reference matter is given in the back pages of the book.

Composition and Rhetoric.

Based on Literary Models. Illustrated. 423 pages. Published by Rand, McNally & Company, New York, Chicago.

This book, as a work on composition and rhetoric, strikes out on original lines. The studio method is employed—a method which is familiar to students in other arts. Books in composition and rhetoric have heretofore busied themselves with established rules rather than with an analysis of certain standards in literature.

To take a structure apart and rebuild it, it is held, offers a better opportunity for a familiarity with that structure than to furnish only the building materials and general rules for assembling them.

The purpose of the authors has been successfully carried out. There is little theoretical and much practical work. Enough of the former to hold the whole within strictly educational limits—enough of the latter to make the book a most serviceable one.

The general divisions consist of Narration, Description, Narration and Description combined; Exposition; Narration, Description and Exposition; Argumentation, Persuasion, Narration, Description and Exposition combined.

The book is illustrated, which is somewhat unusual in a work of this kind—but the illustrations are in keeping with the text and aid, materially, in bringing the practical phases more closely to the student.

Language Through Nature. Literature and Art.

By H. Avis Perdue, of the Keith School, Chicago, and Sarah E. Griswold, of the Chicago Normal School. Cloth. 238 pages. Published by Rand, McNally & Company, New York, Chicago.

Give the children something interesting to think about and they will get into the habit of talking about it. Here are more than a hundred and fifty lessons on subjects of observation and experiences. These are made the subject of familiar conversation and of written work. The habit of using correct language is acquired by hearing correct language rather than from learning, rules and definitions. Very few rules are given to begin with. More may be given

after some experience in writing, when the learners will see their application.

The lessons from nature are adapted to the different seasons and different localities. The habit of noticing is encouraged by suggestive questions. Later, the learners are led to see what there is in a piece of descriptive prose or in a short, practical selection, or in a picture. The book is well arranged and well illustrated.

The Book of Nature Myths.

By Florence Holbrook, Principal of Forestville School, Chicago. 215 pages. Published by Houghton, Mifflin & Company, Boston, New York, Chicago.

There is wisdom in the mythology of the ancients. We may suppose that in their want of words to express abstract ideas, they personified qualities. The forces of nature they represented as deities. The little folks of any people in some ways resemble primitive peoples. And, naturally, they have their mythology. Santa Claus personifies the spirit of giving. The children see resemblances in the frost work on the windows and in the flames of a fire place. In this little book are collected about sixty of the fanciful ways in which childlike people have tried to account for appearances in nature. Many of them are of Indian origin. They are simple efforts of the imagination. They indicate ingenuity in fancying resemblances, and make interesting reading for lower grade pupils.

Foundation Lessons in English Language and Grammar.

By O. L. and M. S. Woodley, and G. R. Carpenter, Professor of Rhetoric and English Composition, Columbia University. 166 pages. Price, 65 cents. Published by The Macmillan Company, New York, Chicago. (For sale at Des Forges & Company, Milwaukee, Wis.)

This is quite an elaborate treatment of the subject of language teaching. There are elementary lessons to begin with. The principles of the language are taught with the first exercises in composition. The exercises are both synthetic and analytic. While the pupil is composing he is taught to vary his forms of expression, and choose that form that best expresses his meaning. He is led to see that there is beauty and elegance in language, as well as in pictures. Both are forms of expression. A few extra touches with the pen, like extra touches with the pencil, may bring out some addition to the expression that was not there before. And so the pupil learns to be careful, painstaking in his own work, and to be critical in his study of others' writing. There is art in learning to express one's thoughts clearly, simply, and in the fewest possible words. The use of correct language in common speech is not lost sight of while the student is learning to appreciate elegant literature. The study of technical grammar goes along with exercises in composition. The entire book has been carefully made.

A History of the United States.

By William M. Davidson, Superintendent of Schools, Topeka, Kan. 548 pages. Price, 80 cents. Published by Scott, Foresman & Company, Chicago.

The progress of this country appeals to the enthusiasm of the student of history. An appreciation of its greatness and resources impels the writer to record its annals. There are many histories of the United States; the more the better if they are good. This is a good history. It is careful in its statement of facts. It is well written. Good judgment has been exercised in assigning to each event its relative importance. The perspective is good. The characters and services of eminent men are correctly rated. There is no apparent effort to follow any model.

It is written out of the authors own resources. At the same time all available authorities have been freely consulted. The Declaration of Independence and the Constitution are printed in the body of the book, each placed after the record of its adoption. The book is well illustrated, and supplied with maps and arranged tables of statistics of information, and a full index.

Mind Power and Privileges.

By Albert B. Olston. 12mo. 400 pages. \$1.50 net. Postage 15 cents. Published by Thos. Y. Crowell & Company, New York.

"What are the creative and curative powers of the mind?" "What can the mind do, of good or ill, for the body?" "What effect have moods and temperaments upon health?" "How can one explain such phenomena as thought-transference and suggestion?" "In short, what are the mind's powers and privileges?"

It was to answer such important questions as the above that "Mind Power and Privileges" was written.

Something of the author's purpose may be gained from his closing paragraphs:

"Early in life one should learn to delight in the beauty, power and purity of the body. One should realize that every thought passes in influence of some kind upon the body, that every living cell in the physical being is either outraged or blessed by the process taking place in the mind. * * *"

"The steadfast purpose of this book has been to inspire man with a zeal for the development and culture of the mind; to realize how intimate a relation exists between the mind and the body; to emphasize this relation by showing how each reacts upon the other."

The author's theme naturally led him to treat of "Christian Science," and he took occasion to expose the commercial greed of these self-styled emissaries of heaven. Of Mrs. Eddy and her work he writes: "It is strange that a book which holds the first place among all books, which God has dictated (all this she claims), should be so protected by civil law as to enable the author to reap all the financial returns; that a price should be maintained for a quarter of a century not equalled by any other work in print. Many thousands of Mrs. Eddy's book are purchased by her constituency at five dollars per volume where the net profit on each volume must be over four dollars."

Elementary Studies in Insect Life.

By Samuel J. Hunter, A. M., Associate Professor of Comparative Zoology and Entomology, University of Kansas. 344 pages. Price, \$1.25. Published by Crane & Company, Topeka, Kan.

The wealth of insect life has been made the subject of interesting study by the author of this book. Part I is for the general reader, and it can hardly fail to lead one to observe and investigate for himself. Part II is for the teacher and student, a guide to laboratory work and close scientific study. While the work is intended to be scientific, it does not confine itself to the use of technical terms. The habits of some of these forms of life are calculated to lead one to wonder where instinct ends and reason begins. We cannot help seeing, in these movements, evidences of wonderful intelligence. The reading is made the more interesting by little quotations from the poets, that are very applicable. The work is also practical in that it gives instructions as to how to deal with insects that are hurtful. There are 260 illustrations, many copies of photographs from real life, and quite elaborate. The farmer, the gardener, the fruit raiser, and the housekeeper can be not only interested but profited by the contents of this scholarly and artistic little work.



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J. A. Price is a new man in the Indiana field for the American Book Company.

J. R. Kittrell is the American Book Company's new representative. He lives at Wheeling, W. Va.

Truman H. Kimpton has charge of the Macmillan interests in the District of Columbia and Virginia.

"Michigan, my Michigan," said L. R. Halsey of Ginn & Company, when asked as to his territory.

Mr. T. M. Ryan, who represented Ginn & Company in New York State, has been succeeded by a Mr. Ford.

Hugh Brown is Benj. H. Sanborn & Company's new man in the western territory. He is considered "a rattling good man."

A large stock of books belonging to Ainsworth & Company, Chicago, was destroyed by fire at Battle Creek, Mich., recently.

Lincoln E. Rowley represents the American Book Company in seven counties of New York, immediately above Manhattan Island.

H. G. De Weese and J. H. Fry, who represented the American Book Company in Ohio, have retired and engaged in other business.

Harry Helmer, who was for some years with Butler, Sheldon & Company, and D. H. Smalley, who represented Ginn & Company, have retired.

J. F. Rich is serving his twelfth year as a bookman. He has charge of the college and high school work for Ginn & Company in Western New York.

Mr. L. J. Phebus, who represented D. C. Heath & Company in Ohio for several years, has retired, temporarily, owing to illness in his family.

J. D. Crump, of Richmond, Vt., has recently become the president of the B. F. Johnson Publishing Company, in place of Mr. B. F. Johnson, resigned.

During the present year there will be one hundred counties in the State of Georgia to make text-book adoptions. A lively time is expected.

F. L. Manasse, who represented the Educational Publishing Company on the Pacific Coast, will hereafter be active for the same company in the Middle West.

Wm. G. Smith, who formerly published an educational journal in Minnesota, has become a representative for the Educational Publishing Company of Chicago.

Well wishes for "Bruce and his Spider, the American School Board Journal," is the way J. W. Roberts of Maynard, Merrill & Company puts it. Thanks, Roberts, thanks.

W. T. Pate represents the B. F. Johnson Publishing Company in Mississippi, making his headquarters at Jackson. He makes occasional excursions to other states to assist the firm's agents.

Another new arrival in Texas field is L. D. Putney, for the Macmillan people, who will make his headquarters in Dallas. It is said that Crane & Company, of Topeka, will establish an agency in Dallas.

Mr. Warren Speakman, who represented the Philadelphia office of Silver, Burdett & Company for many years, has retired from the field to go into the life insurance business. Mr. Walter Dengler takes his place.

The bookmen in the State of Mississippi are C. B. Bowry, of Silver, Burdett & Company; J.

S. Hudson, of the American Book Company; W. R. Thigpen, of Ginn & Company, and W. T. Pate, of the B. F. Johnson Publishing Company.

Joseph Van Holt Nash is still at Atlanta, Ga., as manager of the Southern Department for the American Book Company. He has charge of the company's depository at Atlanta, and also directs the agency work at Georgia and Florida.

J. A. Harlor, formerly principal of the Washington Court House, Ohio, high school, will represent the firm of D. Appleton & Company in Ohio. Mr. Harlor is popular among the school people, and will, no doubt, be successful in the book line.

Mr. W. S. Smyth, western manager for D. C. Heath & Company, is once more hale and hearty. A year ago he was obliged to take an extended rest, owing to physical disability. Mr. Smyth is now as strong as ever, and, with proper care, will have many years of active service before him.

C. C. Harriman, formerly in charge of high school work for Ginn in Southern New Jersey and Pennsylvania, resigned to prepare himself for the ministry. His place has been filled by Mr. Howard A. Coffin of the firm's New York office.

C. B. Bowrey, who represents Silver, Burdett & Company in Tennessee, with headquarters at Nashville, has added the State of Mississippi to his territory. Mr. Bowrey is a typical Virginia gentleman, and quite popular with the ladies. He is designated as a "Cracker Jack" bookman.

"I could jump a ten-foot fence if I had a high enough place to get on before I started to jump," said A. P. Flint, of the American Book Company, recently. "Never was in better condition—vigor good; ambition good; prospects good; as a story teller, a failure; look to a Westerner for that."

James A. Stradling, Jr., is the new New Jersey manager for the Werner School Book Company. He is the son of J. A. Stradling, Sr., the Eastern manager of the company. James, Jr., took unto himself a bride during the holiday season. He was well remembered by the bookmen in his territory.

E. F. Goodyear, who represented The Macmillan Company on the Pacific Coast during the past few years, died in December. His death is mourned not only by the many school people who knew him favorably and well, but also by all the bookmen on the Coast. The firm has employed Mr. W. C. Doub to fill the vacancy.

The Christopher Sower Company has a new representative in Northern New Jersey in the person of P. Bromley Hall, familiarly known as "Pete." He has gained prominence in this territory as a lecturer, his principal subject being "The Passing of the Indian." Mr. Hall rarely eats or sleeps during the busy season. In fact, it is said that he never eats anything but Dover fritters.

The Bookmen of New Jersey have just closed an eight-week Institute Itinerary. Burr Kelley's Henry Clay speech, Sam Walker's vivacity, Frank Bowen's drollery, Bart Warner's good stories, Walter Gould's beautifully curled moustache and flashing diamonds, Ike Van Houten's smiling and beaming countenance—all will be missed until another institute season comes.

There have been a few changes in the Texas field. Mr. E. A. Brennan, who has been covering the Indian Territory, Oklahoma and Arkansas for the Ginn, with headquarters in Dallas, has retired from the book work and is now manager for Texas for the Northwestern Life & Savings Company of Des Moines, Iowa. He is succeeded by Murray Campbell, who is transferred from the Iowa territory.

The New York headquarters of the Milton-Bradley Company was burned out on the 7th of January. The loss is fairly well covered by insurance. A temporary office was opened at 10 East Sixteenth Street, across the way from the former office. The firm hopes that the damage to the building will be entirely repaired some time this month, when they will equip their old quarters with an entire new stock of school and kindergarten material.

"Some months ago I was interested in a little paragraph in the 'Bookmen's Column' to the effect that Des Moines was possibly the home of more bookmen than any Western city," writes a bookman. "It occurs to me that this distinction should belong to Dallas. We have here E. A. DeWitt and P. E. Ginn, for the Ginn; A. H. Wilkins and A. L. O'Neale, for the American Book Company; L. V. La Taste, for Silver, Burdett & Company; B. M. Howard, for the University Publishing Company; B. K. and W. S. Benson, for D. C. Heath & Company; Jeff McLemore, for Woodward, Tiernan Printing Company; W. L. Lemon, for Scott, Foresman & Company; L. D. Putney, for Macmillan Company; C. T. Alexander, for Maynard, Merrill & Company; W. T. Parry, for Elldridge & Brother, and John A. Ewton, for B. J. Johnson Publishing Company.

Mr. D. C. Heath has started on a month's trip through the West Indies. He travels entirely for his health and recreation. Mr. Heath has been one of the hardest working men in the publishing business, and deserves every moment of rest which he may grant to himself.

W. W. Robertson, who represents Maynard, Merrill & Company in the Southwest territory, makes his headquarters at Edmond, O. T.

Lucien V. La Taste represents Silver, Burdett & Company in Texas, with headquarters at Dallas. This means that Mr. La Taste covers 255 square miles.

Mr. F. E. Willard, who has been added to the agency force of Houghton, Mifflin & Company, is a graduate of Iowa College. Since his graduation, he has been engaged in school work in Iowa, serving as superintendent of the Marshalltown schools, until he resigned to enter the book field. Mr. Willard represents his firm in Iowa, Missouri, Ohio and Kansas.

Mr. John B. Cleveland, who represents Houghton, Mifflin & Company in Wisconsin, Minnesota and the Dakotas, is an Illinois school man, who last served as principal of the Sheffield schools. He attended Knox University and also the Leland Stanford University.

Ambrose C. Dearborn, who represented Henry Holt & Company in Iowa, Minnesota and Wisconsin, has been transferred to the New England territory. His headquarters are at 128 Tremont Street, Boston, in the bookstore of Cupples & Schoenhof.

The New York City interests of D. C. Heath & Company are looked after by Jas. H. Tully, Thomas R. Burns, P. H. Ray. A. D. Perkins and T. J. McConnon represent the firm in the state. Mr. W. E. Pulsifer, the New York City Manager of D. C. Heath & Company, is also the treasurer of the firm and a member of the board of directors. Chas. B. Kelley has the State of New Jersey, while J. A. McCommons and R. L. Latham have the State of Pennsylvania. J. H. Bader, formerly superintendent of schools at Stanton, Vt., has the States of Virginia and Maryland; A. L. Wade has the State of West Virginia; B. K. Benson, F. O. Spain and J. B. Benson are connected with the firm's Atlanta office. The various men mentioned are under the management of Mr. Pulsifer.

(Continued on subsequent pages.)



The McConnell School Supply Co. of Philadelphia, Pa., has published a set of charts on physiology and anatomy especially adapted for high schools and the higher grades. The work on these charts is well executed.

St. Joseph, Mo. A Smith Premier Typewriter has been purchased by the board of education.

Battle Creek, Mich. Chemical laboratory supplies bought from Alfred L. Robbins-Martin Co. and L. E. Knott Apparatus Co.; a supply of blanks from E. W. A. Rowles and ink from Atkinson & Mentzer.

Racine, Wis. Oiled floors in the schools is objected to by a club of society women. It is claimed that the oil soils the clothing; that it is filthy, the oil often being applied over dust and dirt, making the floors black and the atmosphere almost sickening. From a sanitary view the club believes oiling of school floors ought to be prohibited.

Cedar Falls, Ia. A supply of floor brushes for the school janitors purchased from the Milwaukee Dustless Brush Co.

The York, Pa., high school has purchased two Remington Typewriters.

Waterbury, Conn. The board placed contracts for the following supplies: Eagle No. 773 large pencil, Eagle Academic S. M. drawing pencils, Dixon high school S. M., Dixon's No. 258 Common, Estabrook's No. 556 pens, Estabrook's No. 621 pens, Gillett's No. 1056 pens, Eagle penholders, No. 1407, half sheet letter paper, weight 10 pounds, unruled, Gray drawing paper, 6x9, Gray drawing paper, 9x12, black writing ink in five-gallon kegs, black writing ink, in quart bottles and Le Page's glue in pint cans.

The school departments of New Bedford, Woonsocket and Pawtucket, R. I., have each purchased two Remington Typewriters.

Superior, Wis. A large number of books have been covered with the Holden Patent Book Cover Co.'s system for preserving books.

Shelbyville, Mo. A No. 7 Remington typewriter has been bought by the board.

Danville, Ia. A pendent globe purchased of L. P. Denoyer & Co., Appleton, Wis.

Deming, N. M. The pupils of School District No. 1 are receiving instructions upon a new Smith Premier Typewriter.

San Jose, Cal. Contract for one hundred automatic desks awarded to the Pacific School Furniture Company.

Mansfield, O. An order for kindergarten material given to Milton-Bradley Company.

Moline, Ill. A Smith Premier Typewriter has been purchased by the trustees of School District No. 44.

Superior, Wis. General school supplies procured from the following firms: American School Furniture Co., Central School Supply House, Standard School Furniture Co. and Prang Educational Co.

A No. 6 Remington Typewriter is used in the Labette Co. (Kan.) high school.

San Antonio, Tex. A contract for five hundred desks and sixty-six rears was awarded to the Grand Rapids School Furniture Co.

Spokane, Wash. The board let the contract for furnishing Venetian blinds for various school buildings to W. E. McCormick, representing the Northwestern School Furniture Co.

Clinton, Ia. Ink wells procured from the Illinois Refrigerator Co.; apparatus from Bausch & Lomb Optical Co.; book covers from the Holden Patent Book Cover Co. and a supply of science apparatus from Robbins-Martin Co.

Council Bluffs, Ia. Fire escapes have been ordered on the school buildings.

Hauska, Minn. District No. 54 ordered a bell on the new schoolhouse. It was made by the American Bell Foundry and bought of Thomas Kane Co. Its weight is about one hundred pounds.

Galesburg, Ill. To the high school equipment has been added two No. 6 Remington Typewriters.

Trent, S. D. A supply of school desks bought from Thos. Kane & Co., Chicago, Ill.

Newburg, N. Y. The Perry Pictures Company made a sale to the board.

Dunkirk, N. Y. Several brushes for schoolhouse sweeping purchased from the Milwaukee Dustless Brush Company.

Fairmont, W. Va. The science department of the high school has been fitted out with a set of the Crowell Physical Apparatus, manufactured by the Columbia School Supply Company, Indianapolis, Ind.

Mr. J. D. Bartley, A. M., has invented and placed upon the market a copyholder for typewriters, which possesses considerable merit. Mr. Bartley makes his headquarters at 55 Buell St., Burlington, Vt.

Rand, McNally & Company will issue several new maps for schoolroom use during the present year.

The Pendent globe, manufactured by the Pendent Globe Company of Appleton, Wis., was adopted by the Milwaukee Public Schools.

The Eagle Steel Pens, made by the Eagle Pencil Company, New York City, are strictly American manufacture and made from the best of steel by entirely new and original process.

Mt. Pleasant, Ia. Three 12-inch Pendent Globes bought from L. P. Denoyer & Co., Appleton, Wis.

The Mineral Tablet Ink Co., Pueblo, Colo., puts this question, "Why do you not make your own writing fluid?" to school authorities. This firm sells mineral ink powders put up in metal clasp envelopes each containing material sufficient to make either one quart or one gallon of ink. It is very good writing fluid.

The Moore Manufacturing Company, Springfield, Mo., made several large sales of school desks during the past month.

Peoria, Ill. The desks put in the new White school were manufactured by the Grand Rapids School Furniture Works.

(Continued on subsequent pages.)

Teachers' Bureaus.

The teachers' agency is an institution which has been alternately decried and praised. It has become a fixed factor, however, in school life, and its usefulness is now fully recognized.

Therefore, a well conducted teachers' agency is no longer decried. It readily finds support at the hands of school boards, as well as teachers. It enjoys the confidence of both, performs a task which could not be performed through any other means, and will continue to grow in usefulness.

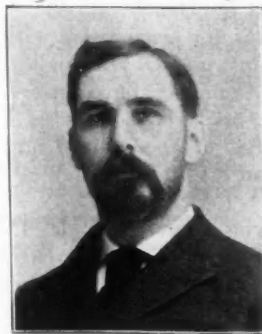
The teacher seeks a position and does not know where vacancies exist. The school board desires a suitable teacher and does not know where to find her. The agency, bureau or exchange, solves the problem for both. It finds the teacher, finds the position—and aims to suit both board and teacher in the most satisfactory manner.



Walker Building, Boston, Mass.

Occupied by Prang Educational Co.
Benj. H. Sanborn & Co.
Chas. A. Sibley & Co.
D. Appleton & Co.
Globe School Book Co.
D. C. Heath & Co.
The Teachers' Exchange.

"The Teachers' Exchange of Boston," said Mr. T. W. White the manager, "was established in 1896. Its special territory is New England and particularly Massachusetts, but it has filled positions in twenty-eight states and provinces. It was established and is still managed by a man with several years of experience as teacher, principal and superintendent of schools in Massachusetts."



Mr. T. W. WHITE
Manager Teachers' Exchange
Boston

"Without exactly assuming airs of superiority, I may disclaim any authority to speak as 'to the real place of the "Teachers' Agency" in the educational life of the nation,' and simply say that the 'Teachers' Exchange' was established and has always been conducted in the interest of principals, superintendents and school boards, who should ask its aid in finding the best available candidate for a good position, and of learning the ins and outs, the strong and the weak points of each candidate. If it be true that the mission of the 'Teachers' Agency' was primarily to promote the interests of teachers who are seeking positions or seeking better positions, it is true that the mission of the Teachers' Exchange differs from the first in aiming, primarily, to promote the interest of schools and school employers. This ideal has been followed persistently for seven years. The result is that a great many school employers ask us either to engage teachers for them, or to select and recommend candidates, and are willing and glad to accept our judgments. In many cases we are obliged to reply to such calls that we have no suitable candidate to recommend, but in many other cases we place just the right person in the right place."

"We believe this policy to be right, professionally, and we have found it to be successful from a business standpoint. The Teachers' Exchange of Boston will, therefore, continue along the same lines as originally laid out and continually followed."



The State of Virginia's text-book contracts expires the first day of next July. The contracts really expired on Jan. 1 last, but the State Board of Education extended the time on account of anticipated constitutional changes, and so as to allow the new board to have the selection of the books. The senate at its present session will provide this new board, or rather a part of it.

Section 130 of the Constitution provides that the board shall be composed of the governor, attorney-general, superintendent of public instruction and three experienced educators to be chosen by the senate from a list of eligibles to be nominated by the respective boards of visitors of the University of Virginia, the Polytechnic Institute the V. M. I., the State Normal School at Farmville, the School for the Deaf and Blind and the College of William and Mary.

Hall's Arithmetic is now in use in four hundred towns and cities in Illinois.

Cincinnati, O. Books are furnished free to pupils in the seventh and eighth grades.

The legislative committee of the Alabama Educational association is opposed to state uniformity of text-books, but favors county uniformity instead.

Chicago, Ill. Teaching the pupils in the lower grades history by means of stories and myths has been indorsed by the Principals' Association.

Cedar Rapids, Ia. A supply of text-books purchased from the following firms: The Macmillan Company, Benj. H. Sanborn, Rand, McNally & Co., Silver, Burdett & Co., D. C. Heath & Co., American Book Company, Ginn & Co., Allyn & Bacon, Houghton, Mifflin & Co.

Women have shown especial aptitude in preparing books for school children, particularly women teachers. The most notable one, perhaps, is Miss Scott Louise Arnold, dean of Simons College, formerly supervisor of schools in Boston. Miss Arnold is known through her educational writings, and her text-books in every state and city in the country.

Mrs. James S. Lansing, of Cambridge, is considered the dean among Boston women writers of supplementary text-books. She was Jane Stickney when she taught school, and under that name all her books have been written. Her series of readers have met with unusual success throughout the country, especially in Texas and Kansas.

Miss Ellen M. Cyr, now Mrs. Smith, is the author of "Cyr's Readers," which at present are used exclusively in Oregon and in Minnesota, and in hundreds of cities and towns elsewhere.

There are numerous other women in the country that have written text-books of unusual merit.

A school director in Massachusetts in a debate on the subject of "free text-books" said: "There is altogether too much paternalism and machinery and fuss-and-feathers and politics and ignorant dickerings with our whole school system. It is theory and whim and crankisms ad libitum and ad nauseam. Let's take a rest and inject a little more common sense into education. The generation which is growing up needs it."

Gloucester, Mass. Recently an irate parent protested against his child being given a filthy text-book in school; and the answer was that the school authorities were "supplying clean ones as fast as they could."

Supt. W. J. McDavid, of Hillsboro, Ill., is the author of a neat booklet entitled "Teachers' Code of Ethics," which is full of excellent sug-

gestions to the teachers, the pupils and the patrons of the public schools. The book is published by W. M. Welch & Company, of Chicago.

St. Louis, Mo. Supt. Soldan says that when he first began his career as an educator, thirty-four years ago, he was an advocate of the oral system of education over the use of text-books. His ideas on this point have changed materially of late years, after a thorough study of both methods, and he now believes that the student will receive more material benefit from the use of text-books than by the oral method exclusively. He believes the use of text-books in connection with oral education not only helps the bright pupil, but is of inestimable assistance to the slow, duller-witted scholar.

Lincoln, Neb. State Supt. Fowler is opposed to legislation looking toward state uniformity of text-books. He also does not favor the printing of text-books by the state as long as competition exists among private publishing houses, as it would tend to lower the standard of such books and would enormously increase their cost.

Prof. F. H. Birdsall, of Fort Collins, Colo., has brought out a new Modulator for teaching music in the primary grades. It is simple and ingenious in construction and can be placed in any chart as an extra leaf.

Mt. Pleasant, Ia. The Board has made a purchase of a number of new books, as follows: International Encyclopedia, Literature of All Nations, World's History and Its Makers, Twentieth Century Cyclopedic, International Dictionary, Young Folks' Cyclopedic of Common Things, Persons and Places, Child Life in Tale and Fable, Finch's Primer, Cyr's First Reader and Webster's Academic Dictionary.

Omaha, Neb. A purchase made of 1,700 copies of the Melodia song book No. 1.

Watertown, N. Y. A new book on civil government, for use as a text-book in schools, has been compiled by Robert Lansing, B. A., attorney at law of the city, and Gary M. Jones, M. A., principal of the Watertown High School. The title is given as "Government, its origin, growth and form in the United States, with special treatment of the constitution and government of New York State." The book has been adopted by the board of education.

Johnstown, Pa. Morris D. High, who is a teacher in the high school, came into possession of an original New England Primer several years ago, and sold the same recently for \$2,500. This is said to be the highest price paid for a copy of the original New England Primer. But twelve copies of the primer have been sold in the past twenty years. The book is three and one-quarter inches long, three inches wide and three-quarters of an inch thick. The binding is of oak boards, covered with leather. On the cover is printed: "New England Primer, Enlarged for the more easy attaining the true Reading of English." To which is added: "Milk for Boston Babes. Boston. Printed by S. Kreeland & T. Green, in Queen Street, 1727."

Manchester, N. H. The high school library has been enriched by ten volumes of the new edition of Harper's Encyclopedia of American History.

"Red letter days and red letter facts and fancies" is the title of a supplementary reader for the fourth grade. It was written by Mrs. Elizabeth D. Lennox, of North Adams, Mass., and edited by Supt. I. F. Hall of the same city. The book deals with special days, like Christmas, Memorial Day, etc., and also with literary men, etc., and is calculated to give children a good idea of these things. It is handsomely illustrated, and is published by the Morse Company of Boston, New York and Chicago.

Chicago, Ill. A crusade to get the Bible into the schools is being carried on with much vigor.

Albany, N. Y. Copies of "Our Country's Story," "Young America," "Conquest of the

Northwest," and "First Year English," placed in the school libraries.

Chicago, Ill. President Charles H. Smith, addressing the annual meeting of the Central Association of Physics Teachers, among other things, said: "This association should assume the responsibility of writing and publishing a thoroughly up-to-date text-book and manual in physics which will be correlated with algebra, geometry and chemistry in such a manner that the subjects mentioned may be studied with reference to their interdependence upon each other in the class room as well as the laboratories. The books, too, should contain nothing but that which is true and capable of being verified by any teacher. They should be composed of the best ideas from all good text-books, together with new ideas on the subject not yet published."

About twenty-five years ago, the movement to furnish to school children of the lower grades interesting supplementary reading began. Since then the movement has passed through various phases, but it has steadily gained ground.

The demand to-day for bright, attractive books in the schoolroom is something enormous. Conscientious men and women, who felt that they had something of value to give boys and girls, during the age when habits are forming, in the main, have from time to time given the movement great impetus by planning and preparing these books.

Many of these attractive books are written by leaders in educational thought, or, if not actually written by such leaders, are edited and sponsored by them. It is a fact that the United States has, at the present time, the finest showing of educational text-books to be found in any country.

Boston proved the center from the beginning of this movement for more supplementary reading. Twenty-five years ago there was scarcely a supplementary reading book to be found anywhere in the public schools. The regular text-books constituted the sum total of printed information to be found in the schoolhouse. To-day there may be found even in the district schools of remote rural schools beautifully printed and illustrated books, attractive in artistic book covers. And these embrace almost every range of subject matter, science, literature, history and art.

Feed the Professor.

This One Had "Dreams More Terrible Than Visions of 'The Comet.'"

You must feed the professors and teachers right or they can't do justice to pupils. They should, of all people, possess a healthy nervous and mental organization. The teacher with weak nerves cannot obtain as good results as the one who has a perfect mental poise.

"It had been for me a most difficult problem," said a professor connected with a prominent college of the South, "how to keep the nerves in proper condition and the brain in good working order. Lack of proper opportunity to take exercise, an irregular diet and improper food brought on a general break-down in health. I became irritable and restless at night, would dream of more terrible things than any of Dr. Holme's visions of 'The Comet.'"

Upon the suggestion of a friend, who is a busy business man, I commenced to eat Grape-Nuts every day, and found in a short time a great improvement in my health; the food contained just the right kind of nourishment for my body and brain that was lacking. The restlessness disappeared, my stomach ceased to trouble me, mental vigor returned and I am now able to do more and better work than ever before.

When friends express surprise to find me so well, it is necessary only to mention the merits of Grape-Nuts." Name given by Postum Co., Battle Creek, Mich.

St. Louis World's Fair.

(Continued from page 12.)

schools in the various parts of the state. These should include not only the larger and better schoolhouses of the more wealthy parts of the state, but should show also the more primitive buildings of the more sparsely populated districts in the north. Floor plans should accompany the illustrations for a certain number of the representative school buildings of the state.

School grounds should be fully illustrated, both those which are well kept and those in bad condition. The outside interests of schools such as athletics, libraries, clubs, etc., should be illustrated as far as possible.

4 and 5. *Books and Work of Students.* Little need be said of the nature of the exhibits under these heads, as their character is readily inferred. The exhibits of drawing, modeling, and manual training should be rather in the form of collective exhibits, attempting to show what is done in the school system of the state, rather than in the nature of an elaborate display of the work done in each of the cities or schools in which such courses are given.

Local and Collective Exhibits. Much of the material already mentioned may be exhibited in one or both of two ways; either as a part of an exhibit showing the nature of the education in a given locality, or as a part of an exhibit showing the nature of a certain part of the school system in the state. Those in charge of preparing the exhibit will find it necessary to decide between these two methods of displaying the facts. In the judgment of the present committee neither method should be followed exclusively. There are certain parts of the school system, which should be treated as a unit. It would certainly be advisable to present the work of the normal schools together rather than in connection with localities. There should also be a collective exhibit from the high school system of the state, showing both its present condition and its history. The same may be said of commercial courses and business colleges, other parts of the school system, etc. On the other hand, it seems to the committee very desirable that a presentation should be made of the school system of each of the larger cities of the state, by maps, statistics, diagrams, and photographs. The distribution of the exhibits so as to make the best collective impression will be one of the most difficult questions to be solved, and one which will require the highest skill of the person placed in charge of the enterprise.

Extent of Exhibit. The report of Mr. Bruce contains a very full classification of the various classes of institutions and a grouping of this classification under eight general heads. It is obvious that only a portion of so large a plan can be selected for exhibition, and one of the first questions to be decided by those in charge

As a large number of teachers are desirous of testing our new Mathematical School Games by actual use before submitting their essays in our

Educational Game Teachers' Prize Essay Contest

The date for closing the contest has been deferred till March 31st, 1903. This will give all teachers desiring to enter the contest time to prepare and submit their essays. Particulars on application. 14 prizes for best essays: \$100.00, first prize; \$50.00, second prize, etc.

Dept. D., The Cincinnati Game Company, Cincinnati, Ohio.

of the exhibit must be—what parts of the school system shall be selected for presentation? No amount of money which we are likely to obtain will suffice to make a complete graphic representation of the school system or even of those parts which lend themselves readily to graphic representation. From the enormous mass of material which might be presented, such a selection should be made as will represent not unworthily, or inadequately, the school system of Wisconsin. It is impossible for the present committee wisely to decide or even to suggest the lines on which this selection should be made.

General Work and that of Localities. If the general plan of exhibit herein recommended should be followed, the greater part of the work of preparing the exhibit will fall on the central committee with its expert. Two main duties will fall on the locality: first, the prompt collection of statistics; second, the preparation of photographs of those parts of the school system which are to be illustrated in this manner. It seems to your committee that both of these duties should be performed by the locality from which the exhibit comes, and that the central committee should not be expected either to perform the work of collecting these statistics, nor should the state be expected to provide funds to pay for their collection. It seems probable also that should historical studies be made of the development of the school system in some, or all, of the cities of the state, the locality would have to bear a part, if not the

whole, of the expense involved. This, however, need not be great if the work is wisely directed.

Action needed by the present Meeting of the State Teachers' Association. If the plans, as outlined by the present committee, meet with the favor of the Association, action giving them a general endorsement would be appropriate, and a suitable resolution should be adopted, requesting the World's Fair Commission and the Legislature to provide the funds necessary for carrying them out.

State Uniformity of Text-Books in Georgia.

(Concluded from page 6.)

year the necessity of buying new books every time they move. Probably 2 per cent of our population move about this way. The question for the legislature to consider is, in order to benefit 2 per cent of our population, is it wise to injure 98 per cent?

"The legislature should consider that this book question is a side issue. It is not the important thing in education. The serious educational question in Georgia is not the text-book the child uses, but the teacher and the child. The real concern on the part of the legislature should grow out of these questions: Who, and what are the teachers of Georgia children, and what are the fundamental needs of these children? A good desk to fit the child's body, and a comfortable schoolhouse in which to place the child, and attractive surroundings, and a long school term, are infinitely more important than the text-book. Employ good teachers and seek their advice as to what books they can do best

VASTLY SUPERIOR IN MANY IMPORTANT FEATURES

THE MORSE READERS,

Practical Graded Text, 5 Books.

By THOS. M. BALLIET, Supt. Springfield, Mass., and ELLA M. POWERS.

These Books contain all the Features which are required for the BEST MODERN READERS. Sure to give satisfaction. **MORSE'S EDUCATIONAL SYSTEM and the NATURAL MOVEMENT METHOD COPY BOOKS.** (Medial.) Many original Features but thoroughly practical. 20 to 28 Adjustable Copy Slips in the Back of each Book, giving double the Copy Material. Correlated Copy Material carefully Graded and Illustrated.

THE QUINCY GRAPHIC ARITHMETIC by W. D. MACINTOSH and FRANK E. PARLIN. Correlation of Reading, Writing, Number, Form, Color, Drawing and Arrangement. A new Departure in teaching Arithmetic.

RED LETTER DAYS AND RED LETTER FACTS, by I. FREEMAN HALL, Supt., N. Adams, Mass., and E. D. LENNOX. Remarkably attractive treatment of all Holidays and facts on Nature, Literature, etc. For 3rd and 4th Grades. No other book has such a complete collection of facts concerning special days.

See Catalog for Many Other Choice Books.

THE MORSE COMPANY,

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What S
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Alm
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What Shall I Use For Supplemental Reading in My Second and Third Reader Grades?

Almost all the books published for supplemental reading are too difficult for these grades, and hence we find teachers forced to use two or three different second or third readers which are designed as a basal series for drill in reading but are not intended for supplemental work. Teachers in these grades should try our Hans Andersen's Best Stories.

In translating these stories from the original into English no word is used that is not in the third reader vocabulary, and no complex sentences or involved constructions can be found. Many editions of Hans Andersen are offered to teachers, but no other edition contains only third reader words and only simple sentences.

**Retail price, in manila cover, 12½ cents
In cloth, 20 cents**

SPECIAL OFFER

We will send, free of charge, to any Superintendent or Principal of Graded Schools a copy of this book bound in manila cover, for examination. Any primary teacher who wants to examine the book can secure a copy by having her Superintendent or Principal write us for it.

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ly the inner pages of the books. Great precaution should be exercised to remove this objection. This can be done by having all books covered with a removable cover, which should be taken off and destroyed when the book passes into the hands of another pupil. By this means the outside cover of the books are not only kept free from diseased germs, but also kept clean and neat, free from stains and marks. In Clinton, Ia., the primary pupils are supplied with finger papers long enough to reach across the two pages of a book. The children are required to hold the books, when open, with thumb and finger upon this paper. The hand, therefore, does not touch the paper of the book except when turning the leaves. These finger papers aid greatly in keeping the books in a neat and clean condition, as well as in protecting the inner pages against infectious germs.

There has recently been quite a little discussion in Massachusetts about soiled books in use by the pupils. The following incident is pertinent at this time:

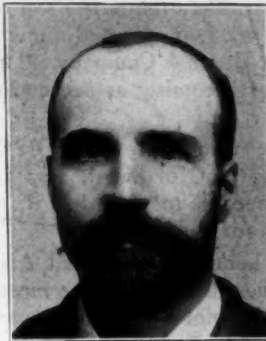
Massachusetts was the first state to pass a free text-book law. About three years afterward a member of the Massachusetts State Board of Education met the inventor of a well-known "System of Preserving Books," saying: "Outside of the economical advantages of your system, which we all recognize, we feel the great benefit to us as a state board has been that it has removed the chief objection—the transfer of soiled books. After the first year, a wave of indignation swept over the state on this account, but since your articles have been so thoroughly adopted, we hear nothing further about it. There has been no doubt in our minds that children can be taught care and neatness as well as arithmetic, and your system assists in that direction."

There is no doubt but that some such system thoroughly adopted and enforced, by which the soiling of a year goes on the temporary cover instead of the book itself, and clean cover substituted when the book passes to another scholar, largely reduces the cause of complaint, and as such is invaluable outside of the economical advantages resulting. No complaint comes from places where this system is used.

Text-Book News.

The Lathrop Company has organized an Educational Department, with a view of bringing out a series of modern text-books, mainly for the grammar and primary grades. Plans for the extension of agency work have been formulated and will take effect as soon as the output of new books warrants the move. The new department is under the management of Mr. James R. McDonald, formerly manager of the Educational Department of The Macmillan Company.

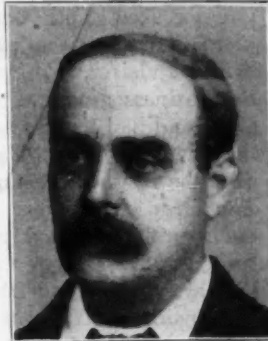
Two of the most prominent educators of the day in England, and quite as well known in this country, are T. F. G. Dexter, Head of the Finsbury Pupil Teachers' School, London, and A. H. Garlick, Head of the Woolwich Pupils Teachers' School, London. These two schools are perhaps the largest schools for the training of teachers in Great Britain, and the curriculum corresponds very much to that in our state normal schools.



T. F. G. DEXTER,
Headmaster Finsbury Pupil
Teachers' School,
London, Eng.

As the authors of several educational works of great value Professors Dexter and Garlick have become especially known in this country. "Psychology in the Schoolroom," which Messrs. Longmans, Green & Co. published recently, has already passed through many editions, and is one of the most widely used text-books on applied psychology on the market. It is unusual for a book of this sort to win such immediate recognition as this book has. It has been reviewed at length in these columns and in the press generally.

Another book of which Mr. Garlick is the author is "A New Manual of Method."



A. H. GARLICK, B. A.,
Headmaster Woolwich Pupil
Teachers' School,
London Eng.

The portraits of these leading educators and authors, which we present herewith, will interest many to whom their books have been familiar.

Knows No Distinction.

All observant physicians have noticed the enormous increase in catarrhal diseases in recent years, and the most liberal and enlightened have cheerfully given their approval to the new internal remedy, Stuart's Catarrh Tablets, as the most successful and by far the safest remedy for catarrh yet produced.

One well-known catarrh specialist, as soon as he had made a thorough test of this preparation, discarded inhalers, washes and sprays and now depends entirely upon Stuart's Catarrh Tablets in treating catarrh, whether in the head, throat or stomach.

Dr. Risdell says, "In patients who had lost the sense of smell entirely and even where the hearing has begun to be affected from catarrh, I have had fine results after only a few weeks' use of Stuart's Catarrh Tablets. I can only explain their action on the theory that the cleansing and antiseptic properties of the tablets destroy the catarrhal germs wherever found because I have found the tablets equally valuable in catarrh of the throat and stomach as in nasal catarrh."

Dr. Estabrook says, "Stuart's Catarrh Tablets are especially useful in nasal catarrh and catarrh of the throat, clearing the membranes of mucus and speedily overcoming the hawking, coughing and expectorating."

Any sufferer from catarrh will find that Stuart's Catarrh Tablets will give immediate relief and being in tablet form and pleasant to the taste, are convenient and always ready for use as they can be carried in the pocket and used at any time as they contain no poisonous drugs, but only the cleansing, antiseptic properties of Eucalyptus bark, blood root and Hydrastin.

All druggists sell the tablets at 50 cents for complete treatment.

work with, and good books will follow. Put the selection of school books into the hands of a state commissioner, which, by the condition of the case, cannot consider the individual needs of all localities, and the experience of Georgia will be the same unsatisfactory experience of other states that have tried this plan.

"It is safer to trust one hundred and thirty-seven boards of education to select such books as they need for their children than it is to allow the matter to be determined by any sort of a central commission that can be brought together at the state capitol. The county boards of education in Georgia are selected by the grand juries of the county. As a rule, they are among the best and most prominent men in the county. They know the local needs of their schools better than any body of men knows them.

"The great state of Georgia has stood for progress and everything that makes commercial and material prosperity, and no state has made more rapid advancement in the matter of education as represented by our public school system. The general assembly has the power to determine whether this commonwealth shall continue onward and upward in its educational progress, cherishing and developing the desire and ambition for education in every nook and corner of the state, according to its individual ability and environment or whether it will turn backward in its path and espouse the unprogressive, anti-educational, undemocratic, misleading and disastrous heresy, and create a great commercial monopoly under the guise of state uniformity of text-books."

A serious objection to free text-books in the schools is found in the fact, as has been proven in some cities, that contagious diseases are contracted. It is a very difficult matter, almost impossible, to disinfect books thoroughly, especial-

Among Bookmen.

(Continued from page 15.)

Mr. L. S. Pulsifer is a new man in the book field. He has Southern Wisconsin for D. C. Heath & Company. Mr. Pulsifer is the son of W. E. Pulsifer, New York manager and a member of the firm of D. C. Heath & Company. The Junior gives promise of becoming as successful as his illustrious father.

Mr. Isaac Peterson, who represents D. C. Heath & Company in the Northwest, was in Tempe, Arizona, last month to visit his wife, who is sojourning there for her health.

The Territorial Teacher's Association of Arizona met at Tempe a short time ago. The meeting was remarkable in that not a single bookman was present.

Mr. H. E. Hayes, who looks after the editorial department of D. Appleton & Company, was indisposed last month. He is, however, well again.

The firm of Butler, Sheldon & Company has been absorbed by the American Book Company. Mr. C. E. Brown will be retained by the book company. The disposition of the various agents is not as yet known.

The business of D. C. Heath & Company in Greater New York has enjoyed an enormous increase during the past thirteen years. Mr. W. E. Pulsifer, who is the manager, has seen the business grow from the time when he was alone and had the help of but one stenographer, in the old office at Taintor Brothers, to now when he has a large number of agents, as well as a large office force. During the past year, the firm has located its office in the Parker Building, 225 Fourth Avenue, where ample facilities are provided for the conduct of this growing business. The offices are spacious, with good light, tasteful and convenient equipment.

The past two years has been a trying one for Mr. F. W. Arbury, the Michigan agent for Silver, Burdett & Company. He lost both his wife and oldest daughter through death. They died within a short time of each other. Mr. Arbury, with his two sons, aged 15 and 17, lives at Detroit. His oldest son, aged 19, is employed in the Chicago office of his firm.

V. L. Wilson began the book business in 1879, when he entered the employ of Van Antwerp, Bragg & Company. When this firm became the American Book Company, Mr. Wilson continued with the latter company as its Iowa representative.

Murry Campbell, of Ginn & Company's Iowa force, has been assigned to Oklahoma tempor-

arily. This leaves Mr. O. J. Laylander as the firm's representative of grade books in Iowa.

Mr. W. A. McCord, of Rand, McNally & Company's force, has been transferred to Colorado and Wyoming, with headquarters at Denver. Mr. F. J. Sessions is looking after the interests of Rand, McNally & Company in Iowa.

There are no great things in prospect in the Iowa field for next year. Most of the cities and many of the counties are tied up by term contracts, so that many Iowa bookmen may be sent to other fields for the summer.

It is reported that V. L. Wilson, of the American Book Company, has made a handsome profit in the past year in real estate advances. He has not, however, neglected his company's business. He can come as near being in two places at once as a weasel.

A Horse on Hawkins.

Ed. S. Hawkins, who travels in Ohio for J. B. Lippincott & Company, ran unexpectedly into a joke recently that turned the laugh on him.

While in New Philadelphia one day, he passed the establishment of a feed dealer, who stood in his doorway, and who hailed him for a chat.

After a few minutes, Hawkins remembered that he wanted to telephone a friend, and asked the dealer's permission to step into the office and use the phone.

It seems that just about the time Hawkins took the receiver into his hand, some one wanted to talk to the dealer. The bookman promptly said "What is it?"

The answer came, "I want you to send me a bale of hay."

"For whom?" asked Hawkins.

"For the horse, you jackass."

It took Hawkins some minutes to recover his breath, and then he saw that it was a horse on him.

N. E. N.

DEPARTMENT OF SUPERINTENDENCE.

Cincinnati, Ohio, February 24, 25, 26, 1903.

The "Big Four Route" will make excursion rates for above meeting from all points on its system; round-trip rate from Chicago will be \$10.70, on the certificate plan. Headquarters in Cincinnati will be at the Grand Hotel, just across the street from the "Big Four" Depot; bear this in mind when calling for your ticket.

"Big Four" trains leave Chicago at 9 a. m., 1 p. m. and 8:30 p. m.; elegant coaches on all trains, with parlor and dining cars on day trains and Pullman standard and compartment sleepers on night trains.

President Jordan and Secretary Shepard will use the "Big Four," and a lot of "genial spirits" will leave Chicago at 1 p. m. Monday, Feb. 23, reaching Cincinnati 9:05 same evening. Can't you join these good fellows? If so, kindly advise Major A. J. Cheney—of dictionary fame—so that seats in special parlor cars may be reserved for you.

For further information, sleeper reservations, etc., call on or address either J. C. Tucker, General Northern Agent; W. R. Parker, City Passenger Agent; Chas. S. LaFollette, Traveling Passenger Agent, 234 South Clark Street, Chicago, Ill.

Disinfecting School Books.

There has existed for some years a demand for a device or a system of some kind that would serve the purpose of disinfecting school-books. It is a well known fact that no article of schoolroom use receives more handling than a schoolbook, and none can carry more disease germs. The difficulty, which has hitherto con-



W. C. HAZZARD,
Wisconsin State Agent for Silver, Burdett & Co.

fronted inventors in devising a schoolbook disinfectant or a disinfectant, has been in the perishable character of the schoolbook. Paper, binding and cloth have not been able to withstand the ravages of strong disinfectants.

The problem has, however, been solved, now, by using dry Formaldehyde, which is not only one of the best known disinfectants, but which leaves the schoolbook in good condition.

The Buffalo Fixture Works of Buffalo, N. Y., has invented a cabinet, which it manufactures in four sizes, and which will disinfect from one to five hundred books per hour. It is always ready for use and does not have any complicated parts to get out of order. The cost of disinfecting books, by this method, does not exceed ten cents per hundred books, and can be done by the janitor or teacher without any additional cost to the school board.

Tests made by specialist, under the direction of school boards, in various parts of the country during the past year, have revealed scarlet, diphtheria and consumption germs in a large number of schoolbooks. This has, especially, been the case where the free text-book system is in use. It is evident that the time will come when every schoolhouse will be equipped with an effective disinfectant.

It Pays

To Know Facts About Coffee.

When man takes properly selected food and drink Nature will most always assert herself and rebuild the structure properly.

"From my earliest remembrance I was a confirmed coffee drinker," writes a gentleman from Marshallville, Ga., taking two cups at nearly every meal. While at college I became very nervous, dyspeptic, irritable and unfit for study and attributed it largely to coffee, but did not stop its use.

"When I was married I found my wife was troubled the same way, and we decided to try Postum Food Coffee. My wife made the Postum according to directions and we found it superb. We used it exclusively for the morning beverage, and the taste of ordinary coffee became distasteful to both of us.

"We have found a distinct gain in health. Any amount of Postum does not cause a feeling of either dyspepsia or nervousness, while the return to coffee even for one meal has disastrous effects upon my nerves. My dyspepsia has entirely left me, and both my wife and self are well and strong and feel that it is all due to the Postum." Name given by Postum Co., Battle Creek, Mich.

It is easy to replace coffee with Postum which color of coffee with none of its injurious after-effects.



AMASA WALKER,
New England Manager Educational Department
D. Appleton & Co., Boston.

Text-Books

American School Arithmetic, Metcalf's History of Physiology, Swinton's Human Anatomy, Ginn & Co. Arithmetic, Collier's Thompson's Single English, Prang's Elementary Drawing, Seventh Grade, Rand, McNally's Elementary Grammar, ton Primer, W. H. Freeman's Studies in Science, Scott, (Latin), and Third Grade, Houghton Mifflin's Evangelical Silver, Writing

American Cises in Harkness Tolman's Solid Ge Literature Conte's C ments of Virgil. Ginn Year La mar for Ancient lets, Allen's Gr reference Manual lets, Al Greek G lets, Yo ough & Ovid.

D. C. German tory Ma tory M High S Power Method

Text-Books used in the Chicago Public Schools.

ELEMENTARY SCHOOLS.

American Book Company—Moore's Grammar School Arithmetic, Oral Arithmetic No. 2, Metcalf's English Grammar, McMaster's School History of the United States, Young People's Physiology No. 2, The Holton Reading Primer, Swinton's Word Book (Spelling), Physiology, Human Body and How to Care for It, Lancaster's Manual of English.

Ginn & Company—Speer's Elementary Arithmetic, Collar & Daniell's First Year Latin.

Thompson, Brown & Company—Meservy's Single Entry Bookkeeping.

Prang Educational Company—Prang's Elementary Drawing Course, Fourth, Fifth, Sixth, Seventh and Eighth Years.

Rand, McNally & Company—Rand, McNally's Elementary Geography, Rand, McNally Grammar School Revised Geography, The Holton Primer, Lights to Literature Nos. 1 to 5.

W. H. Wheeler & Company—Wheeler's Graded Studies in English (Grammar).

Scott, Foresman & Company—Viri Romae (Latin), Modern Music Series, First, Second and Third Books.

Houghton, Mifflin & Company—Longfellow's Evangeline, Riverside Series of Readers.

Silver, Burdett & Company—Normal Revised Writing System, "27-Page Copy Book."

HIGH SCHOOLS.

American Book Company—Buehler's Exercises in English, Milne's High School Algebra, Harkness' Complete Latin Grammar, Harper & Tolman's Caesar, Phillips & Fisher's Plane and Solid Geometry, Halleck's History of English Literature, Harper & Wallace's Anabasis, Le Conte's Compendium of Geology, Laughlin's Elements of Political Economy, Harper & Miller's Virgil.

Ginn & Company—Collar & Daniell's First Year Latin, Collar-Eysenbach's German Grammar for Beginners (Chicago Edition), Myer's Ancient History, Atlas series of Biological Tablets, Allen & Greenough's Caesar, White's Beginner's Greek Book, Gayley's Classic Myths, for reference, Chicago High School Laboratory Manual in Physics, Atlas Series of Physics Tablets, Allen & Greenough's Cicero, Goodwin's Greek Grammar, Atlas Series of Chemistry Tablets, Young's "Lessons in Astronomy," Greenough & Kittredge's Virgil, Allen & Greenough's Ovid.

D. C. Heath & Company—Joynes-Meissner's German Grammar, Animal Studies—A Laboratory Manual, Studies of Plant Life—A Laboratory Manual, Shepard's Chemistry, Chicago High School Laboratory Manual in Chemistry.

Powers & Lyons—Powers & Lyons' Office Methods and Practical Bookkeeping, Powers'

Lessons in Munson's Phonography.

A. C. McClurg & Company—Stern's Studien and Plauderein (First Series) elective.

Macmillan Company—Tarr's First Book of Physical Geography, Coman and Kendall's History of England.

Silver, Burdett & Company—Cecilian Series of Study and Song, No. 4, Beacon Song Collection.

W. M. Welch & Company—Unrivalled Utility Series, Physiography Tablets, Unrivalled Utility Series, Biological Tablets, Unrivalled Utility Series, Physics Tablets, Unrivalled Utility Series, Chemistry Tablets.

D. Appleton & Company—Jordan's Animal life, Coulter's Animal Studies, Adam's Commercial Geography, McLaughlin's American History.

Allyn & Bacon—Kelsey's Caesar, Carhart & Chute's High School Physics, Kelsey's Cicero, Keep's Homer Iliad.

Scott, Foresman & Company—Lowe & Ewing's Caesar, Rigg's in Latinum (Caesar), Johnson's, Cicero, Rigg's in Latinum (Cicero).

Charles Scribner's Sons—Thatcher & Schwill's Mediaeval and Modern History.

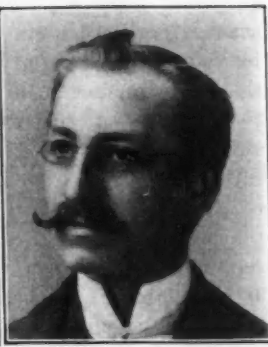
Benj. H. Sanborn & Company—Woodruff's Greek Prose Composition.

Maynard, Merrill & Company—Keetel's French Grammar, Young-Judson's Government Class Book.

Frank R. Dyer will be assistant superintendent of public instruction of Kansas. This information will be received with pleasure by all



PROF. A. J. INGLIS,
Supt. Pierce County,
Ellsworth, Wis.



JOHN A. SCHLENER,
President Board of Education
Minneapolis, Minn.

EAGLE COLORED ORAYONS
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SOLID LEADS 5-16 IN. DIAMETER, 7 IN. LONG, PAPER COVERED.

Made in the following colors:			
No. 1702, Yellow.	No. 1706, Green.	No. 1712, Red.	No. 1714 Brown.
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Also Obtainable in Short Lengths, 5-16 In. Diameter 3 1-2 In. Long.

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Eagle Solid Crayons, are unsurpassed for Sketching, Map Drawing and for all Color Work generally and unequalled for Durability and convenience.

EAGLE PENCIL CO. - - - - - New York City.

who know Mr. Dyer, and who remember how unjustly he was retired from the Wichita schools. He is a schoolmaster through and through, and at the same time a congenial gentleman.

Illinois. The State Teachers' Association resolved in favor of reform in spelling.

Kansas. The Kansas Teachers' Association at its recent convention declared in favor of adding literature, nature studies and elements of music and drawing to teachers' examinations; for the consolidation of rural schools; for raising the school age to six years; for kindergartens; for the suppression of the open saloon in the interest of the school and home, and for increasing the minimum age for teachers' certificates at eighteen years.

Texas. A declaration made by the Texas State Teachers' Association is as follows: "We think that the English Bible should be read and studied as a literary work of the highest and purest type, side by side with the poetry and prose which it has inspired, and, in large part, formed, that this great book may become the teacher's aid in the interpretation of history and literature, law and life."

A member of a school board in Illinois is very much opposed to the free text-book system. He says, among other things: "Free text-books are not desired by a majority of the American people, and the principal never will be acceptable to the people of any country where energy and honesty and industry and pride are possessed. There is just as much argument in favor of free hotels and free stores as there is for free text-books. There are too many free things already in this country, and the fact is increasing the number of dependents, beggars and vagrants. In the course of time this nation of degraded people if the free list is not checked. There are too many people already imbued with the idea the country owes them a living, and the cranks are being rapidly augmented."

Are Soiled School Books

Objected to by the Parents or Members of School Boards, when you transfer them at the beginning of the new term?

Holden's Book Covers—remove this Objection. They receive all the soiling instead of the books—Teach Care and Neatness of Public Property, Soiled Covers removed and Clean Covers substituted when the books are transferred to other pupils.

When Torn Leaves Trouble you—
Use Holden's Transparent Paper—Immediately
It stops the damage at once!

If Loosened Leaves Annoy you—
Use Holden's Self-Binders—they firmly fasten the leaves in place—Instantly!

Twenty years dealing with Free Text-Book School Boards.
Practical tests proving these articles make Books last longer.
A steady annual Growth of Business.

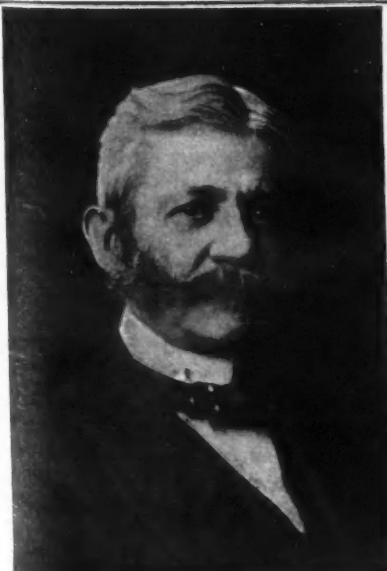
"The Holden System for Preserving Books"

Adopted and used by Over 1400 School Boards.

Samples
Free on Request

HOLDEN PATENT BOOK COVER CO.

Springfield,
Mass.



**Slow Work
becomes Fast**

**Hard Work
becomes Easy**

**ALL Work
becomes Pleasant**

When it is done on the

Remington Typewriter

**In Twenty Years we have
saved the world enough
labor to build an empire.**



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Typewriter
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327 Broadway, New York

Needed School Legislation.

(Continued from page 5.)

the common school fund in lieu of the present levy of eleven cents for direct distribution; (2) provide by law that no fine shall be remitted in any case where the costs and prosecutor's fees are not remitted also. This latter provision would probably curb the ill-advised generosity of some courts and prosecutors and swell the state's income from fines. The fines now collected amount to about \$40,000 a year. The total school fund of the state is only nine million dollars, an endowment for ten thousand public schools that is strangely enough the same as that of one of our standard oil universities. The day is past when we can boast that our common school fund is the largest educational endowment in the country, for our common school endowment is not even adequate to meet the conditions which are sure to result from the increase in the cost of materials and wages and the shrinkage in the earning power of money.

2. THE STATE TAX LEVY.

With reference to state taxes, my own views as the representative of a local school corporation may be considered selfish by those school corporations which now enjoy legalized favoritism, in the distribution, upon the per capita basis, of the proceeds of the state levy. In my judgment each school corporation of the state should tax itself to support its own schools and contribute nothing to the direct support of schools in other municipalities. Competent authority has bidden us do two things: "Bear ye one another's burdens," and "let each man bear his own burden." It is upon this theory that the school law of Indiana makes counties like Marion bear the burdens of such counties as Switzerland and Ripley in addition to paying the total cost of its own schools.

in the administration of the tax law results from this vicarious taxation. It lies in the fact that some of the counties appraise their taxable property lower than other counties do, in order to escape part of the burden which the state imposes upon individual counties for the support of schools throughout the state. But this is not the only evil result. Another injustice, and one that is worse is acknowledged in parts of Indiana with boasting. I refer to the padded enumeration. An official who pads the enumeration would serve the state better at hard labor at Michigan City than he is now doing in the pursuit of his more restful vocation of stealing school revenues to keep down the local levy.

Columbus, O. In his annual report, the superintendent recommends that he be given the authority to quietly get rid of incapable teachers and then stand responsible for the standard of the teaching force. He also asks for the privilege of recommending the text-books used in the schools.

Scranton, Pa. One of the members, a physician, is trying to have modelling in clay in the schools abolished on the ground that it is an unsanitary practice.

A St. Louisian says: "Public school officials should, once for all, understand that the primary schools were not instituted to teach the higher branches—in other words, that if they impart a thorough knowledge of spelling, reading, writing, arithmetic, geography, history and the English language, their functions have been fulfilled and the pupil can then go out into the world prepared to fight the battle of life, even though he should never see the inside of a high school, an academy, a college or a university.

The taxpayers of this county pay on the state levy for the support of outside schools not less than \$50,000 a year more than they derive from the state levy. This is legalized robbery. The only revenue which in my opinion is properly distributable on the per capita basis is that which comes from interest on the state school fund and from the proceeds of the state poll tax. The poll tax being a per capita tax ought to be distributed on a per capita basis. The state tax of eleven cents being ad valorem, should be apportioned on the ad valorem basis.

To this extent I believe in local option. A community ought to have the right to levy all the tax that it can afford upon its own property to support its own schools, but it ought not to have to make any levy upon its own property for the support of schools in other municipalities. One of the great inequities in Indiana



PROF. FRANK R. DYER,
Assistant State Superintendent, Kansas.

Very Few People

Are Free From Some Form of Indigestion.

Very few people are free from some form of indigestion, but scarcely two will have the same symptoms.

Some suffer most directly after eating, bloating from gas in stomach and bowels, others have heartburn or sour risings, still others have palpitation of heart, headaches, sleeplessness, pains in chest and under shoulder blades, some have extreme nervousness, as in nervous dyspepsia.

But whatever the symptoms may be, the cause in all cases of indigestion is the same, that is, the stomach for some reason fails to properly and promptly digest what is eaten.

This is the whole story of stomach troubles in a nutshell. The stomach must have rest and assistance and Stuart's Dyspepsia Tablets give it both by supplying those natural digestives which every weak stomach lacks, owing to the failure of the peptic glands in the stomach to secrete sufficient acid and pepsin to thoroughly digest and assimilate the food eaten.

One grain of the active principle in Stuart's Dyspepsia Tablets will digest 3,000 grains of meat, eggs or other wholesome food, and this claim has been proven by actual experiment, which anyone can perform for himself in the following manner: Cut a hard boiled egg into very small pieces, as it would be if masticated; place the egg and two or three of the tablets in a bottle or jar containing warm water heated to 98 degrees (the temperature of the body) and keep it at this temperature for three and one-half hours, at the end of which time the egg will be as completely digested as it would have been in the healthy stomach of a hungry boy.

The point of this experiment is that what Stuart's Dyspepsia Tablets will do to the egg in the bottle it will do to the egg or meat in the stomach and nothing else will rest and invigorate the stomach so safely and effectually. Even a little child can take Stuart's Tablets with safety and benefit if its digestion is weak and the thousands of cures accomplished by their regular daily use are easily explained when it is understood that they are composed of vegetable essences, aseptic, pepsin, diastase and Golden Seal, which mingle with the food and digest it thoroughly, giving the overworked stomach a chance to recuperate.

Dieting never cures dyspepsia, neither do pills and cathartic medicines, which simply irritate and inflame the intestines.

When enough food is eaten and promptly digested there will be no constipation, nor in fact will there be disease of any kind because good digestion means good health in every organ.

The merit and success of Stuart's Dyspepsia Tablets are world-wide and they are sold at the moderate price of 50 cents for full sized package in every drug store in the United States and Canada, as well as in Europe.

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Can Card Games Be Used to Advantage in the Schoolroom?

This is a question which teachers everywhere are asking. Card games, prepared by practical schoolmen, are being advertised in this and other educational journals. They are constructed and edited by educators of note. The claim is made by the publisher, and with obviously good reason, that these games interest the pupil; stimulate him to greater efforts and secure better results than are possible with usual and routine methods alone.

Should these claims be justified by actual schoolroom use, then teachers everywhere who wish to keep abreast of the times, will be glad to know it, and will be interested in the following reports from teachers who are using these games.

Dr. A. E. Winship, Editor "Journal of Education," Boston, Mass.

"It is in every way interesting, is easily learned, and makes the children quick in their combinations. It is ingenious and attractive. Jonathan Rigdon, President Central Normal College, Danville, Ind.

"I am glad to assure you that I tried your game of addition and subtraction and most heartily recommend it. It seems to me that it is not possible to add more pleasure to a game. I shall be glad to speak to our students concerning each of these games that I have an opportunity to test. If your multiplication and division game is ready, please send it."

Mr. E. J. Llewellyn, City Sup., Arcadia, Ind.

"While we have not had time to put the games to a very severe test, I can truthfully say that I believe them to be all and more than represented to be. In the short time that we have had this game, we have had it in almost constant use in our 3d and 4th grades, and are much pleased with the results. I believe that such games as these will have a tendency to awaken an interest among students in the study of arithmetic. It quickens their ability to add and subtract readily and accurately and exerts a good moral influence over the pupils. I have no criticism to offer. They are just the thing."

W. A. Collings, City Supt., Charlestown, Ind.

"We are greatly pleased with the results of the Mathematical games. They present a dry subject in an attractive manner and hold the child's attention without effort."

J. B. Jordan, Principal, Carbon, Texas.

"I find the fraction games not only interesting and fascinating, but instructive, and am sure they will be a means to good results in the way of mental development and individual improvement. I have found the Addition game very interesting for the children in class use. It is of special benefit to those who have little interest in arithmetic generally, in the way of arousing an interest in class work."

Mr. Horace Ellis, President Idaho State Normal School, Allison, Idaho.

"We tried this game with some beginning preparatory students. Results were interesting and highly valuable. We believe the game strictly pedagogic and valuable."

Mr. Paul A. Cowgill, City Sup., Michigan City, Ind.

"I have tried the addition and subtraction game with pupils selected from the 4th, 5th and 6th grades, and find they are intensely interested in it. It is undoubtedly of great educational value. I am sure that it is just what we need."

A sample game of either "Multiplication and Division," "Addition and Subtraction" or "Fractions" will be sent postpaid on receipt of 25 cents.

THE CINCINNATI GAME CO.,
Cincinnati, Ohio.

President Benn M. Corwin of the Grand Rapids, Mich., school board, in his annual report, refers to Supt. W. H. Elson in the following manner: "I also desire to express my utmost confidence in our able superintendent, to whose earnest efforts the success of our schools is largely due. He has shown himself to be a careful administrator and a natural leader of teachers, one who commands not only the respect and hearty co-operation of the teachers, but the respect of the leading educators throughout the country."

My First Year's Work.

An actual experience. 40 pages. Published by C. W. Bardeen, Syracuse, N. Y.

This modest little brochure will be both helpful and encouraging to the inexperienced and anxious teacher. Its purpose is well expressed in the preface: "To help in some way, however small and insignificant, the young teacher who stands upon the threshold of this profession and looks forward with the sincere wish to make his or her teaching as perfect as that of the great masters."

Red Letter Days and Red Letter Facts.

A Reader for Home and School. Third or fourth year of school life. By I. Freeman Hall, Superintendent of Schools, North Adams, Mass., and Elizabeth D. Lennox, Assistant to the Superintendent. 219 pages. List price, 60 cents. Published by The Morse Company, New York, Chicago, Boston.

This book consists of three parts. First, stories about holidays and birthdays of famous men; second, stories about plants, birds and animals; and third, stories about noted pictures and eminent authors, with a few interesting selections of high literary merit. The book, furthermore, contains many delightful illustrations from masterpieces and pen drawings.

The lessons of the book's contents will awaken in children an interest in history, biography, science, literature and art, and will stimulate and develop the habit of reading good books. The subject matter is specially adapted to the capacity of children, eight to ten years of age.

Black's Graded Primer. Black's First Reader.

These books are by Benj. N. Black, and published by C. W. Bardeen, Syracuse, N. Y.

The material for the primer has been well selected, and the arrangement is in logical order. The following points are readily perceived:

The pages are free from irrelevant matter.

The subjects are interesting to all children.

The sentences are short, and the lines wide apart.

Frequent pages of review sentences, that are numbered, for convenience of tests.

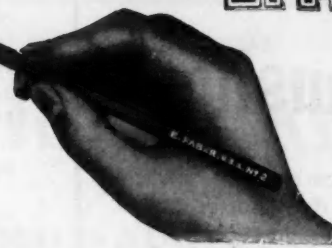
The whole lesson is always in sight.

The vocabulary is unexceptionable.

The grading is nearly perfect.

The first reader presents little stories and conversations upon the topics interesting to child life. Toward the end of the book, it contains a few biographical stories of great Americans. All language exercises, science lessons, color and form study, etc., frequently found in first readers, have been purposely omitted; though many of the lessons incidentally give valuable information. The vocabulary is of the choicest character, and the grading is excellent. The book has a neat appearance and contains many attractive illustrations. It merits success.

*E. Faber Pencils
are good all the
way through*



E. FABER.

Lead Pencils,
Penholders,
Colored Pencils,
Rubber Erasers,
Etc., Etc.,

For School Use.

EBERHARD FABER, - - 545, 547 Pearl St., New York.

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Wideawake, thoroughly reliable, hustling agents, 30 to 40 years of age, who thoroughly understand school book business in the west. Apply with reference.

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PROGRAM CLOCKS

For automatically ringing bells are a necessity in all well regulated schools. They will ring any number of bells on any number of different circuits any number of times during the day. Also Electric and Synchronized Clocks for furnishing uniform time throughout a building, 60 day and Calendar Clocks. Send for Catalogue No. 133.

The PRENTISS CLOCK IMPROVEMENT CO.,
Dept. 13, 49 Dey St., N. Y. City.

A New Historical Chart

Original in Conception Unique in Arrangement

HART'S HISTORY AIDS

The Story of the Acquisitions of Our Country Told in Colors. The Territorial Growth of the United States from 1759 to 1902

A LASTING OBJECT LESSON
:: :: :: IN COLORS :: :: ::

The Set Consists of Ten Charts, Covering Carefully and Accurately the Period of United States History from 1759 to 1902.

These striking and original maps will prove invaluable in teaching children of the territorial growth of their country. They will look forward to the history lesson as a pleasure. The brilliant colors will please their eyes and the facts they teach will be indelibly stamped upon their minds. From the farthest end of a long school-room, a glance at the colors tells the story. Printed on heavy white paper, durably mounted and eyeletted. Small enough to carry in the hand, yet large enough to hang on the wall and be clearly seen at a distance. The most compact chart of the kind ever published. Valuable for home, office or library. Invaluable in the school-room. The price so low that each class in a school can have its own set of maps to be kept before the pupils.

Complete Set of Ten Charts, put up in Portfolio, with Hand Book.
Price \$3.00 Net, Postpaid

The Whitaker & Ray Co.
EDUCATIONAL PUBLISHERS
723 Market St., San Francisco

Exhaustion

When you are all tired out, feel nervous, sleep does not rest, and your appetite is poor, take

Horstford's Acid Phosphate

It will revive your strength, induce natural sleep, improve appetite, and restore nerve power. It strengthens the entire system, curing the causes of Headache, Indigestion and Debility.

Pamphlet with full information free.
Rumford Chemical Works, Providence, R. I.

February the Short.

"I suppose you know how the month of February happened to have but twenty-eight days," said the snake editor to the horse editor.

"Yes, I do," was the reply. "When Julius Caesar revised the calendar he named a month after himself, July. The following month was left with its old name, Sextilis, or the sixth month, for that was its number in the Roman calendar. When Augustus became Emperor he thought he had as good a right to have a month named after him as Julius had, so he renamed Sextilis and called it August. At that time Sextilis had but thirty days, while July had thirty-one. Augustus thought his month should have as many days as Julius', and one was taken from poor little February to accomplish the object."

"I always supposed that something of the sort happened, but my idea was that Augustus had been working so hard one February that he took a day off and it never was replaced."

Teacher—Johnnie, this is the worst composition in the class, and I'm going to write to your father to tell him.

Johnnie—Don't keer if ye do; he wrote it fer me.

Forgot the Conflagration.



Professor (whose house is on fire)—Gracious! here is a book I have been seeking for years. How fortunate!

Hoffnungsvoll.

Lehrer: „Also wir haben jetzt 3 Rechenarten aufgezählt, die Addition, die Subtraktion, die Multiplikation; nun welche fehlt noch?“

Bankiersjüngchen:

(schweigt).

Lehrer: „Nun — die

Divi . . .“

Bankiersjüngchen:

„Die Dividende!“

A Great Success.

School Director—If you insist upon marrying this young teacher, I suppose I'll have to help him.

Favorite Daughter—Oh, yes, give him Supt. Smith's position.

School Director—Nonsense! He'd be a failure as a superintendent.

Favorite Daughter—Oh, I don't know. See how well he superintended his love affair with me.

A Missouri school director has made a serious mistake in exposing himself to the gibes of a heartless world. He saw an advertisement of a "two-dollar fire escape."

"I can't let a bargain like that a-one git away," he murmured through his tangly whiskers. And then he sat down and mailed the two dollar bill.

In due time the fire escape arrived. It was an inexpensive copy of the Bible.

Teacher—Can any one tell any remarkable fact about George Washington?

Tommy—He was never caught in a lie.

The Difference.

Visitor (to little Freddy)—Let's see what you have learned in your school. Now, can you tell me the difference between B and C?

Freddy—Thath's eathy. A 'bee ith a intheet, an' a thea ith full of water.

About twenty-five years ago a colored county superintendent examined a colored girl who presented herself for a certificate to teach. He asked her "What do you know about George Washington?" The girl had never heard of George Washington, and therefore could tell nothing about him. She was denied the certificate. Her father became enraged and whipped the superintendent for asking his daughter about a man with whom she was not acquainted.

School Election.

Jones—Brimmer contents that in school elections there should be absolute freedom in religious belief; that no man should be bound by creed or sect.

Richards—I know, Brimmer is a regular bigot in his stand for religious toleration.

"I may say, without fear of being accused of vanity, that I have always set a good example to my pupils," said the professor of mathematics.

Then he made a careful diagram, using half the blackboard and a page of logarithms, in order to make plain to the teachers' convention where the line of humor bisected his plane statement.



Drawing in Color

is of particular interest to the little ones. The use of Colored Crayons as a medium offers the possibilities to the pupil of making the drawing resemble the original without translation of tone.

The Dixon Company

have just placed on the market three new colors: Light Blue, Vandyke Brown, and a new Bright Carmine Red. A sample box containing seven colors will be sent to any teacher that mentions this advertisement.

Joseph Dixon Crucible Company
JERSEY CITY, N. J.

Differently Put.

School Director—Are you interested in teachers' rights?

Miss Grammar—No; teachers wrongs.

Special Cause for Rejoicing.

"Yes, it's true," said Miss De Primer. "The death of a rich relative has relieved me of the necessity of making my living by teaching school."

"How fortunate!" impulsively exclaimed the school director.

At the School Election.

"You have just as much right, and, theoretically, just as good a chance as anybody else to be a school director," says the patriotic citizen to his neighbor.

"I cannot agree with you," sighs the neighbor. "We have no children, and that fact alone would lose me the photographer's vote."

Little 3-year-old Harold's father has a strap with which he threatens the little boy when he is naughty. One day Harold's older brother asked why George Washington never told a lie. Quickly the answer came from the little 3-year-old:

"His fada had a stwap."



Lady—I'm afraid, Tommy, you are not much of a favorite with your teacher.

Tommy—Oh, yes, I am; she makes me stay after school every day, just to keep her company.

TWO NEW BOOKS.
SANBORN'S CLASSICAL ATLAS.
RECENT EUROPEAN HISTORY—1789-1900.
Correspondence solicited.
BENJ. H. SANBORN & CO.,
Boston. New York.

Judson and Bender's GRADED LITERATURE READERS.
Reed and Kellogg's LESSONS IN ENGLISH.
Huchinson's PHYSIOLOGIES. Peter's MODERN CHEMISTRY.
MAYNARD, MERRILL & CO., Publishers.
NEW YORK. BOSTON. CHICAGO.

School Supplies.

(Continued from page 16.)

One of the most unique Christmas souvenirs was published by the N. O. Nelson Manufacturing Company of St. Louis, Mo. This concern manufactures sanitary schoolhouse plumbing and closets for schools. The souvenir is in the form of a booklet, containing numerous illustrations. Among these are several handsome schoolhouses equipped with the Nelson appliances.

Oshkosh, Wis. A supply of desks purchased from the American School Furniture Co.

The eyesight of pupils are often permanently injured because the seats are not properly placed.

It is a matter of considerable interest that Milton-Bradley Company, the kindergarten and school supplies manufacturers, will open a Boston Office, February 14, in the Walker Building, 120 Boylston Street, already the home of nearly twenty publishers. This change will enable the company to reach the great bulk of their New England customers more expeditiously in the distribution of goods, and, besides this, representatives of the company will be able to meet personally many of the teachers and school officials. The manager of the new office will be Mr. E. O. Clark, who has been with the company fourteen years, and has until recently been in charge of their Atlanta Office.

Whitehall, Mich. School desks ordered from the Haney School Furniture Co.

Chester, Pa. A committee of the board has been experimenting with a floor preparation for use in keeping down the dust in the schoolrooms and as a health precaution it deems it a good thing. It is an oil that is spread upon the flooring and in the two rooms in the High school building it had been demonstrated that there was little dust noticeable in comparison with other rooms where it was not applied. It is highly recommended by a Boston firm and is in use in many schools in the East and elsewhere. It is to be given a thorough trial and may be used generally in the city schools.

L. P. Denoyer & Co., Appleton, Wis., manufactures and deals in school supplies of all kinds. This firm, however, is pushing a pendent globe that is a novel school equipment, and it is having an unusual large sale.

The McConnell School Supply Co. of Philadelphia, Pa., has just published a new map of Illinois. This map is 40x58 inches and is lithographed in colors. It is very handsome and up-to-date. The map will be sold by the American School Furniture Co. of Chicago.

Large buildings are frequently so located as to make good window lighting of the various rooms an impossibility. Again, where the windows are fairly free from dark or darkening obstructions, it may yet be impossible to shed light into the inner recesses of a building.

The Luxfer Prisms are window glass so surfaced as to absorb and transmit the greatest amount of light into the rooms. In school buildings, where good light is an essential, the Luxfer Prisms have proven most serviceable.

The Prentiss Clock Improvement Co. of New York are equipping the new Syracuse High School with a system of some fifty clocks, together with an eight circuit, five-minute Program clock for operating the bells throughout the building.

Arkansas. The school laws provide that school directors may expend, annually, out of the common school fund, not more than twenty-five (\$25.00) dollars, during any school year, for any school under their control, for maps, charts, globes, etc., provided said apparatus meets the approval of the state superintendent of Public Instruction.

The law also states that the directors can only exercise this right at a regular or special meeting of the board, but never as individuals, providing the board has the sanction of the voters at the annual school meeting.

Despite these clear provisions of the law it appears that several thousands of dollars have been spent during the last few months for supplies in open violation of the law, and while most of the directors acted in good faith still, in some of the poorer districts, severe inroads have been made on the school funds.

State Superintendent Hinemon has undertaken to stop this evil and acting on a written opinion of Attorney General, G. W. Murphy, has ordered that, on and after January 1st, 1903, all warrants drawn for such goods shall be null and void.

Anaconda, Mont. Superintendent O'Brien reported to the board that the blackboards in the high school were unsatisfactory. The surface he said was too rough, the material used being too coarse and thus leaving a sharp surface. W.

Established 1865

C. HENNECKE Co.,

Formators,

MILWAUKEE, WIS.

Plaster Cast Studies

For Drawing and Modeling; Reproductions from Antique, Mediaeval and Modern Sculpture, etc., for

School Room Decoration

These Art Productions have never failed to receive the highest award when placed in competition with other makes.

Illustrated Catalogue.

F. Haley, manager of the Montana School Supply company, that did the work, was present and was called upon for a statement. He said he did not consider the work finished, and that with the additional cost his company intends applying the blackboards would be acceptable. The explanation was satisfactory.

Memphis, Tenn. The recent action of the board in providing blackboard erasers for the children was revoked and in future the pupils will have to furnish their own erasers just as they had hitherto done. The reason for this action was the fact that it was shown that in order to keep the schools supplied with erasers it would entail an additional cost of about \$500 a year. It was stated that under the old system the school children were responsible for their own erasers and took good care of them, while at present they did not feel any responsibility and were careless.

St. Louis, Mo. The new fire escapes at the Central High school are ingeniously arranged. They consist of two immense tubes, five and a half feet in diameter. On each floor of the building are doors through which the pupils spring like rabbits into a burrow. They alight on a spiral floor of galvanized iron, on which they revolve with an iron post as an axis, until they reach the bottom and are expelled into the courtyard below. No matter how fast the human cargoes embark on the spiral floors in the tubes, each girl and boy has space for a seat and a blockade cannot occur. Neither is there danger from the great speed of a person behind. A practical test demonstrated that the 800 pupils attending the school could be emptied from it in six minutes.

The VALUE of a map depends upon *whether you can rely on it.*

W. & A. K. JOHNSTON'S maps possess VALUE.

Our argument, "The Value of a map" will tell you why.

Send for it, also map catalog, and mention this paper.



J. M. OLCOTT & CO.,

63 Fifth Avenue, NEW YORK.

167 Fifth Avenue, CHICAGO.



ARKANSAS.

Hamburg—New school to be erected here.

CALIFORNIA.

Fresno—Three school buildings to be erected; McDougall Bros., architects, 31-33 Patterson Block.

CONNECTICUT.

Middletown—Wilbur Flak Hall, being erected for Wesleyan University, was planned by Architects Cady, Berg & See, New York City. Science Hall will be erected for Wesleyan University; Chas. A. Rich, architect, New York City. New Haven—Architects Brown & Von Beren completed plans for laboratories in the new high school. New Milford—Architects Rossiter & Wright, 95 Liberty Street, New York City, have sketches for the Ingleside school.

DISTRICT OF COLUMBIA.

Washington—\$350,000 will be donated by Andrew Carnegie for branch libraries in this city. A 4-room addition to be erected to the Cranck school, Twelfth and G Streets, S. E.; Henry B. McFarland, president. An 8-room school to be erected on Twenty-seventh Street, between I and K Streets; address Henry B. F. McFarland, president. Anacostia—A school to be erected on Good Hope Road; address Henry B. F. McFarland, chairman, Washington.

GEORGIA.

Athens—Haralson Bleckley architect, Atlanta, drew plans for the \$50,000 library donated to the University of Georgia by Geo. F. Peabody, New York City.

IDAHO.

Boise—Three school buildings to be erected in Emmetsville Independent School District No. 9; two of the buildings to contain two rooms, the other eight rooms.

ILLINOIS.

Ottawa—School to be erected; H. L. Arnold, clerk. Gibson City—A project is on foot to establish a normal school and a business college here. Quincy—Plans are being made for a new school; Frank A. Lubbe, secretary. Parish—Architects Chas. Henry & Son, Akron, Ohio, have plans for the Carnegie library to be erected. Decatur—A 10 or 11-room school to be erected, to cost \$40,000 or \$45,000. Peoria—A school to be erected at South Peoria. St. Charles—N. W. McClain, secretary St. Charles Home for Boys, 1142 Marquette Bldg., Chicago, Ill., can be addressed in reference to the \$50,000 school to be erected.

INDIANA.

Logansport—Architect Alfred Grindle, Johnson Blk., Muncie, Ind., is preparing plans for the \$50,000 Carnegie library to be built. Mt. Vernon—A \$13,500 Carnegie library is contemplated; Edwin S. Monroe, president library board. Jonesboro—Architect Hiram Elder, Marion, Ind., is preparing plans for a 13-room high school to be built; \$22,000. Muncie—A Palmer University to be built here. Lebanon—A \$12,000 library to be erected. New Albany—A new high school to be erected. Eaton—Architects Wing & Mahurin, Fort Wayne, Ind., have plans for a \$25,000 high school here. Michigan City—\$10,000 has been asked for a new

school. Franklin—A library to be erected, a memorial to E. H. Sharp of Peru, Ind.; Eugene S. Gardiner, librarian. Huntington—Architect A. D. Mohler has prepared plans for a 6-room school for Union Township, Huntington County. Bloomington—The Indiana University will build two students' halls, \$60,000; write Nat. U. Hill, Bloomington, member building committee. Versailles—Architect W. S. Kaufman, Richmond, Ind., will draw plans for a school here. F. M. Thompson, secretary board.

IOWA.

Clarksville—Murphy & Raiston, architects, Waterloo, planned the new \$15,000 school to be erected. Oelwein—A new school to be erected to take the place of the one recently burned. Marengo—A \$20,000 high school to be erected, according to plans of Architects Proudfoot & Bird, Des Moines. Des Moines—Architects Hallett & Rawson have plans for new buildings for the Still College. Whiting—A 4-room addition to be erected to school; \$7,500; Wilfred W. Beach, architect, Sioux City, Ia.

KANSAS.

Parsons—Architects McKibben & McKibben, Muskogee, Ind. T. have completed plans for the 10-room school to be erected at a cost of \$20,000.

KENTUCKY.

Owensboro—Plans of Architect A. Killian for the addition of the third floor for the Owensboro Female College have been accepted; address Miss Ella Jewell Larne or architect. Louisville—Architects Dodd & Cobb have plans for a seminary building, to cost \$45,000, for the Presbyterian Theological Seminary.

LOUISIANA.

Clinton—Architect W. R. Miller has completed plans for the new \$7,500 school. New Iberia—A \$15,000 high school contemplated.

MARYLAND.

Baltimore—The Baltimore County School Commissioners will erect two schools, one at Towson, \$20,000; the other at Sparrows, \$40,000; plans for latter drawn by Architect B. B. Owens, Continental Trust Bldg. College Park—Architects Owen & Sisco, Baltimore, have completed plans for the administration building for the Maryland Agricultural College; \$30,000. Baltimore—Architects McKim, Mead & White, New York City, have plans for the new Science building for the trustees of the Woman's College; \$100,000.

MASSACHUSETTS.

Melrose—Penn Varney, architect, 46 Central Square, Lynn, Mass., drew plans for new library to be erected here. Rowley—A \$10,000 library to be erected; write Benj. P. Mighill. Lynn—\$30,000 will be borrowed for erection of new school; address Mayor Eastman. Cambridge—\$100,000 will be expended on a building for Radcliffe College. Marlboro—A public library to be erected; cost, \$30,000. Framingham—Architect C. E.

OMEYER & THORI

Architects for Schools, Colleges and all Kinds of Educational Institutions. Book of Designs sent to Clerks of Boards of Education.

Chamber of Commerce Bldg.
ST. PAUL, MINN.

The cut in this adv. is the High School at
New Richland Minn.



Barnes, Smith Block, South Framington, has plans for an addition to school on Apple Street. Beverly—An 8-room school to be erected; write Theo. A. Holmes, chairman committee. Taunton—The plans of Architect Wm. Randall Ross, New York City, have been selected for the \$60,000 library to be erected here. Boston—A temporary school building to be erected in yard of Hancock schoolhouse. Greenfield—Architects E. C. & G. C. Gardner, Springfield, Mass., are preparing plans for a high school to be built. Nahant—A new school contemplated; address J. T. Wilson.

MICHIGAN.

Niles—A new library contemplated. Jackson—A Carnegie library to be erected, according to plans of Ferry & Class, architects, Milwaukee, Wis. Battle Creek—Architect J. C. Llewellyn, 153 LaSalle Street, Chicago, Ill., is preparing plans for a library. Ann Arbor—Carnegie has offered \$20,000 to this city for a library.

MINNESOTA.

Albert Lea—Architects Schick & Roth, La Crosse, Wis., have plans for new Carnegie library. Buhl—Architects Radcliffe & Scoville, Paladio Bldg., Duluth, Minn., planned new school here. Perham—School to be erected in District No. 260, Town of Edna; write W. J. Reams, clerk school board. St. Paul—Plans are now being prepared for the erection of a \$3,000 school in First ward; also complete 8-room house in the same ward, \$30,000; also 8-room school in the Fifth ward, \$30,000; 4-room addition to Banker school, cost \$15,000; 4-room addition to Irving school in Seventh ward, \$15,500. Melrose—A high school to be erected; architects Omeyer & Thorl, Chamber of Commerce, St. Paul, Minn.

MISSOURI.

Braymer—An 8-room school to be erected, to cost \$10,000; architect, Wm. F. Schrage, Kansas City, Mo. Webster Groves—A new school to be built; address clerk school board. Graham—A \$7,500 school to be erected the coming season; Dr. M. M. Rhodes, president.

NEW HAMPSHIRE.

Concord—Plans for the extension of high school are being drawn.

NEBRASKA.

Creighton—A \$10,000 Catholic academy to be erected.

NEW JERSEY.

Camden—\$100,000 will be used to erect a Carnegie library here.

AMERICAN School Buildings

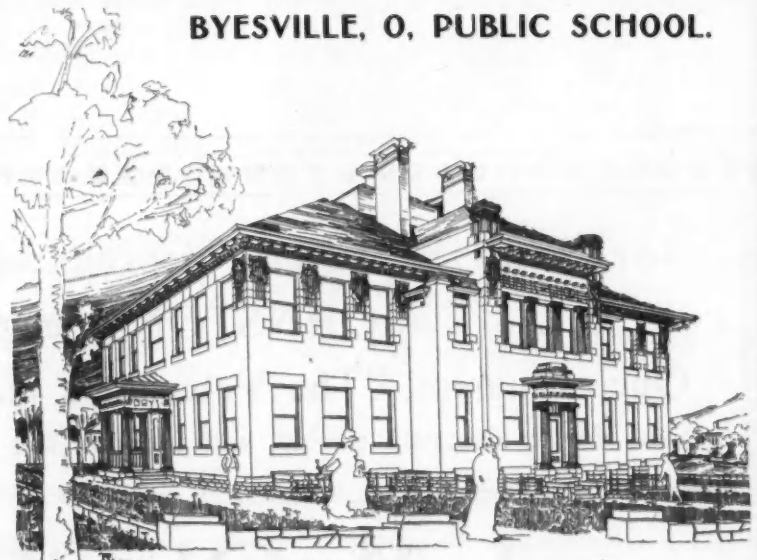
Special attention given to the designing and construction of school buildings.

We solicit correspondence from school boards contemplating the erection of school buildings in all parts of the United States.

Watch this space for new designs and announcements of publications on various phases of school house construction.

W. R. PARSONS & SON CO.
School House Architects,
Mail Address, Drawer 1101, DES MOINES, IA.

BYESVILLE, O., PUBLIC SCHOOL.



12 Room School, gray brick and stone, hot air heating, height of stories 13 1/4 feet. Contract price, \$16,200.

Architect de Bobula

Marietta, O.

MAIN OFFICE, ZANESVILLE, O.

Cambridge, O.

Economical Arrangements of School Houses a Specialty.

NEW YORK.

Syracuse—A \$25,000 truant school is contemplated here. Architects Merrick & Randall will plan an addition to Lincoln school. New York City—Architect F. A. De Meuron, 87 Main Street, Yonkers, N. Y., has plans for a parochial school for the Roman Catholic Church of Our Lady of Good Council, 230 E. Ninetieth Street, New York City; \$100,000. Schenectady—Two ward schools to be erected, one on Liberty Street, the other corner Brandywine Avenue and Becker Street; estimated cost of buildings range from \$65,900 to \$100,000. Elmira—Plans are being considered for a large addition to high school; \$25,000. Salamanca—The board of education is considering the erection of several school buildings; C. D. Davis, chairman committee. New York City—Architect Fred H. Gouge, Winston Bldg., has plans in preparation for an addition to public school; \$20,000. Utica—Architect G. Edw. Cooper, 236 Genesee Street, has plans for a \$35,000 school. New York City—A \$250,000 school to be erected on the east side of Mott Street. Brooklyn—A new high school for Eastern District being agitated. Utica—Architect F. H. Gouge, Winston Bldg., has plans in preparation for an addition to school on Whiteboro Street; \$20,000. Manlius—A new high school contemplated; address Inspector Bliss of Department of Public Instruction. Watertown—The R. P. Flower Memorial Library, to be built next season, will be planned by A. F. Lansing, architect. Rochester—A West Side High School contemplated. Waterloo—Architect M. L. Van Kirk has prepared plans for a \$5,000 4-room school to be erected for Rev. W. H. Harrington.

NORTH DAKOTA.

Milton—New school contemplated. Abercrombie—A new school to be erected, planned by W. C. Albrant, architect, Fargo, N. D. Souris—A new school to be built in Dewey School District; T. F. Kinley, clerk school board.

OHIO.

Cleveland—Board of Education here has authorized the erection of the following schools: Mound building, 12 rooms, \$60,000; Doan school, 12 rooms, \$60,000; Locust school, 8 rooms, \$35,000; Broadway school, 8 rooms, \$35,000; Brandon school, 8 rooms, \$35,000; Sackett school, 8-room annex, \$35,000; Brownell school, 6 rooms, \$25,000. Lakewood—A special election to be held to vote on \$75,000 bonds for new high school. Akron—A 10-room school to be erected; H. V. Hotchkiss, superintendent. Cincinnati—Architect C. C. Vogel drew plans for the \$20,000 school to be built. Cleveland—Architect Wm. R. Watterson, New England Bldg., has completed plans for branch free library, St. Clair and Willson Avenue. London—Plans for a library have been drawn by Architects Werner & Adkins, Cincinnati. Canton—An additional \$10,000 will be donated by Andrew Carnegie for the construction of a public library; Architect Guy Tilden, Schaefer Block, prepared the plans. Columbus—\$75,000 bonds to be sold for improving school property; J. A. Williams, clerk. Cleveland—Plans for new Mill Street School being drawn. Coshocton—A new \$15,000 library has been promised the people here by Carnegie; F. E. Pomeroy, 349 Main Street, has matter in charge. Marion—\$25,000 will be given the city for a Carnegie library; Sam'l T. Quigley, city clerk. Toledo—An 8-room addition to be erected to the Central High school building, \$18,000; George Mills, Gardiner Bldg., is the architect. Columbus—An engineering building to be erected for the Ohio State University; address Prof. J. N. Bradford, architect. Stryker—Architect W. H. Powers, Bluffton, Ind., has prepared plans for a \$25,000 high school. Bradner—A new building to be erected to take the place of the one recently burned. Reading—SS. Peters and Paul's Churches have decided to erect a parochial school; address Rev. Fr. Santon.

PENNSYLVANIA.

Allentown—Architect Wallace E. Ruhe, 12 N. Sixth Street, has made plans for main building of Muhlenberg

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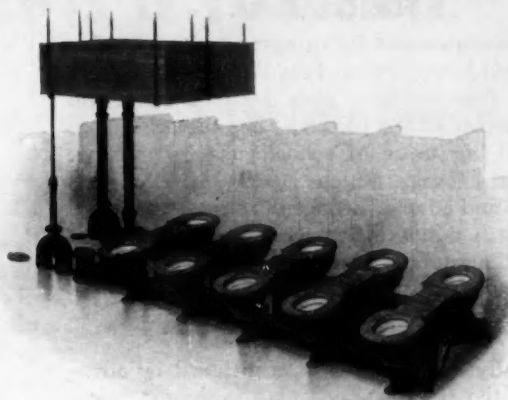
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College. Braddock—St. Michael's Roman Catholic Church will build a school; address Rev. A. Kazinski, pastor. Pittsburg—The Bruston Avenue School to be remodeled; \$3,000. Lancaster—Architect C. E. Urban, Woodworth Bldg., has plans for a girls' high school at Charlotte and Chestnut Streets, to be built. Philadelphia—Architect J. Horace Cook, City Hall, has plans for a manual training school at Seventh Street and Lehigh avenue; \$200,000. Pittsburg—Architects Milligan & Miller, Wilkesburg, Pa., have plans for an 8-room addition to the Thirty-seventh Ward School; \$45,000. York—A 12-room school to be erected, planned by Architects Hamme & Leber, to cost \$45,000. The erection of a 12-room school to take the place of the old Tenth Ward School, is being considered. Philadelphia—J. Horace Cook, architect, City Hall, has plans for a school at Morris and Moyamensing Avenue; \$60,000. Allentown—The Muhlenberg College, care Rev. C. J. Cooper is having plans prepared for six buildings; cost, \$150,000.

RHODE ISLAND.

Newport—An extension to Naval War College to be erected; H. C. Taylor, Chief Bureau of Navigation, Navy Department, Washington, D. C. Providence—Architects Murphy & Hindle have plans for a 12-room parochial school for St. Mary's parish; cost, between \$60,000 and \$70,000.

SOUTH CAROLINA.

Newberry—Architect Frank P. Milburn, Columbia, S. C., has been selected to prepare plans for Newberry College buildings. Pelzer—Architects Edwards & Walter, Columbia, S. C., have prepared plans for a \$10,000 school for the Pelzer Mfg. Company.

TENNESSEE.

Dayton—A \$15,000 school contemplated; D. V. Culver, superintendent of schools. Lebanon—Architects Brown & Brown, Nashville, are preparing plans for the enlargement and remodeling of the Lebanon College for Young Ladies. Knoxville—Architects Baumann Bros. are preparing drawings for two schoolhouses and an addition. An addition is also proposed to the high school, to be planned by Baumann Bros. Halls—This place has issued bonds for a \$6,000 school; address mayor.

TEXAS.

Memphis—Bonds to be issued for a \$6,800 school.

UTAH.

Ephraim—New school to be erected.

VIRGINIA.

Norfolk—The plans submitted by Architects Herbery Hale, Boston, Mass., and Hale & Morse, Drexel Bldg., Philadelphia, Pa., have been selected for the \$45,000 Carnegie Library to be built. \$35,000 has been appropriated by the city council for an 8-room grammar school; write R. A. Doble, superintendent of schools.

WASHINGTON.

Whatcom—A special election to be held to vote on the issuing of \$65,000 bonds for new school.

WEST VIRGINIA.

Huntington—Two schools to be erected here; Architect J. H. Stewart will draw plans.

WISCONSIN.

Madison—A \$100,000 high school to be built next summer. Eau Claire—Architects Patton & Miller, 153 La Salle Street, Chicago, Ill., are contemplating plans for a \$40,000 library. Wausau—Andrew Carnegie has donated \$30,000 for the erection of a library here.

Rhineland—A \$12,500 Carnegie library is contemplated. Manitowoc—The city council accepted the \$25,000 gift of Andrew Carnegie for a library building. Francis Creek—Architect Wm. J. Raeuber,

Manitowoc, Wis., has prepared plans for a district school. Luck—A school to be erected here; address Hans J. Jensen. Seymour—Plans of Architects Chandler & Park, Racine, Wis., have been accepted for the new \$20,000 high school. Chetek—A \$10,000 school to be erected, to take place of school recently burned. Fond du Lac—St. Peter's Parish will erect a parochial school.

CANADA.

MacGregor, Manitoba—Architect H. S. Griffith, Nanton Block, Winnipeg, has prepared plans for a \$6,000 school to be erected.

New Books.

Arithmetical Problems.

By W. F. Nichols. Cloth. 170 pages. Price, 30 cents. Published by Thompson, Brown & Company, New York, Boston, Chicago.

A supervising principal of New Haven, Conn., offers these practical problems for review, drill, and test purposes. Few but teachers know how a slight change in the wording, arrangement, conditions of a question awaken interest and tests both knowledge and judgment of pupils. It is almost a truism that minds easily run into mechanical grooves, while mechanical work is most deadening in its tendency. In any subject, principles should be well-grounded, but in all possible ways. This book contains a judicious and varied collection of problems for use in the class room.

An Algebra—For High Schools and Academies.

By Louis Parker Jocelyn, Ann Arbor, Mich. 445 pages. Published by Butler, Sheldon & Company, Philadelphia, New York, Chicago.

I find this algebra of very practical value in matter, arrangement and form. It takes the pupil over that part of the science which will fit him well for future study in the higher branches of mathematics. This matter is seen in a way that will not merely acquaint the student with the theory and principles of algebra, but will render his study in that science capable of application in whatever sphere algebra may be found necessary.

The principles are well established, besides being clearly and succinctly put. Methods of practical application are suggested, and these are followed by well selected problems and examples sufficient in both number and variety to give practical test to principles and impress methods on the mind.

Many things, too, are eliminated from this edition which are rarely studied in connection with algebra and which in other text-books form a useless bulk, that renders them less convenient in form, more expensive, and causes undue cramming where more detail would be of advantage.

MODERN AMERICAN SCHOOL BUILDINGS

Treatise on School House Construction. 8vo. xxi. 441 pp. Cloth, \$4.00. First twelve chapters presented for first time. Chapters XIII. and XIV. were papers prepared for State Board of Health Reports. Chapter XV. is composed of papers originally written for architects and builders and last chapter compiled to complete series. 89 full page illustrations. Sample pages and illustrations on application. JOHN WILEY & SONS, Publishers, New York.

Free Text-Books.

A superintendent in an eastern city speaking on the subject of "Free Text-Books" said:

"The free text-book plan has been successful in some states. So in others has the other plan of requiring users of schoolbooks to purchase themselves books which boards of education approve and adopt. Between the two plans there is but little actual difference of a material kind, except that under the free text-book plan children who are reaping advantage from the public educational system get the benefit of the state's broader capacities.

"Usually the chief object mentioned by advocates of the free text-book plan is the extension of accommodations to children of the poor. Many children are, presumably, denied the blessing of more complete education, owing to the poverty of parents. Free text-books for prospective pupils whose parents have no, or little, ready means would promote the cause of education.

"It is contended that, if books are free only to those who will admit poverty, some parents would prefer to keep their children at home, or send them to work. This peculiar condition no doubt exists in some degree, but it is not the real argument for free books. The true reason is twofold: First, that the state can buy books cheaply in large quantities; second, that the relation between expense of books and their value to pupils need not perplex parents.

"This Democratic Commonwealth is competent to meet all emergencies. It has ever been devoted to the cause of education, and has built an excellent public school system, which it has endowed generously and maintained to a high standard. When its school revenues are sufficient to pass beyond the growing need of more and better schools, the addition of free books to its facilities will be promptly made."


An Ohioan, on being asked the question, "would it not be better for all schoolbooks to be furnished at public expense than to have the people purchase them?" replied: "I think not. It would not be better for the same reason that it would not be better to relieve parents from the duty of clothing their children, and to clothe at public expense—to tax the property of the state to clothe them. When the child is furnished books on entering school he is taught the first

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lesson in dependence upon community, and that is a bad lesson. He will be ready to assume, when he gets out of school, that the state or those who have property, no matter how little, so long as it is taxed, must furnish him employment and support. It is the first lesson in that heresy that any human being, whether he contributes anything to the support of the government, has the right to demand, for nothing, everything which taxes now buy. While it is claimed in some small states that it does not cost so much per capita for the state to purchase books as for individuals to do so, such results would not be realized in large states like Ohio. It stands to reason that when children know that the books they use do not belong to them they will not be so careful of them as if their parents had purchased them. Then there is the value of the experience of teaching children to care for things because they are their own. The property of the people is taxed now to support many charities, and the demand for the defective and unfortunate classes is increasing. The expenditure for public instruction is increasing because of a broadening system. The manual training school, which must become more general, will be a new and large expense, so that the parents of children, rather than the owners of small estates, should at least pay for the schoolbooks of the children. Anyway, schoolbooks furnished by the state, paid for out of the general taxes levied, would be an elementary lesson in socialism, which I believe the people are not ready to have taught, for it would be wrong, and contrary to the American idea of government."

It is unwise to make a change in text-books during the school year for the following reasons:

I. It is injustice to the parent to compel him to buy a new book at the beginning of the school year and then require him to exchange this book for another of the same kind and pay the exchange price on the same.

II. It hurts the pupil to change to a different book, with its new terms, new definitions and new arrangement after the year's work has commenced.

Pencils Disinfected.

A simple apparatus has been devised by Dr. Whitehall of Everett, Mass., to overcome one cause of infection in the common use by pupils of pencils, penholders and erasers. This apparatus consists of a thin chest, with a tightly fitting cover, in size 12 by 12 by 15 inches. In this is room for trays 1 inch in depth, with wooden sides, and the bottom covered with wire netting of a small mesh. The bottom tray rests upon narrow shelf at each end, having a space of 2½ inches below the lowest tray. The other trays rest upon each other. In the free space at the bottom is kept a sponge saturated with formaldehyde. Each class room is supplied with a tray, and as the pencils, penholders, erasers or other articles are collected, they are placed in this tray, to be left over night in the tin chest. The formaline gas evaporates and comes in contact with all the articles in the different trays, destroying any germs adhered to them.

Iowa. The Iowa State Teachers' Association adopted resolutions including the declaration "that greater attention should be paid to moral training," and that to this end there should be familiarity with the Bible, so that "this great

book may ever be the teachers' aid, and an unrivalled agency in the development of good citizenship, as well as in the development of a pure literary style.

The resolutions also urge warfare against cigarettes and ask the legislature to empower the school boards to make a three years' contract with teachers instead of one.

The best way to ventilate a school building is to let fresh air into the various classrooms continually, and have the heating apparatus operated accordingly.

St. Joseph, Mo. Contracts for installing heating apparatus in the Floyd and Krug schools awarded to Lewis & Kitchen of Kansas City.

Heating and Ventilating.

Bloomington, Ill. The American Warming & Ventilating Company secured the contract to install its system in the Edwards school. The system is a combination of steam and hot air, there being five furnaces and a boiler, direct radiation being supplied to some of the rooms. The contract also provides for the installation of both an electric motor and steam engine as power, generators for operating the fan which will force the hot air to the different rooms of the building. This same company will equip the building with the American Ventilated flushing closets for the school. The Johnson Temperature Controlling Company's system of heat regulation will be used.

West Waterville, Minn. The Northfield Furnace Company put in the furnace in the new schoolhouse.

Detroit, Mich. The Johnson Service Company has informed the board that it has sued the Nash Regulator Company, which is installing the heating regulation and humidity in the new Bradford Smith school, for infringement of patent.

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Ohio Convention of School Boards.

Columbus, February 12-13, 1903.

PROGRAM.

Thursday, 10:00 A. M.—

Call of delegates and presentation of credentials.

Reading of Minutes.

President's Address—Hon. D. L. Gaskill, Greenville.

General Topic—The Public School Library.

Paper—Supplemental Work as Connected with the Grades. Librarian Martin Hensel, Columbus, Ohio.

Paper—The Library in Relation to the High School. Supt. E. M. Van Cleve, Greenville.

1. The Library Building and Its Equipment.

2. The Library Finances.

3. Qualifications of the Librarian.

4. How Should the Books for the Library Be Selected?

Thursday, 1:30 P. M.—

General Topic—The Training and Qualifications of Teachers.

Papers—The State Normal School of the Ohio University. President Alston Ellis and Dean Henry G. Williams, Athens.

Papers—The State Normal School of the Miami University. President Guy P. Benton and Dean F. B. Dyer, Oxford.

The Professional Training Afforded to the Private Normal Schools, the Colleges and the City Normal Schools.

1. What Requirements as to Professional Training Should Be Insisted Upon by Boards of Education—

(a) For Beginners?

(b) For Experienced Teachers?

(c) For Those Who Have Reached "the Dead Line"?

2. What Distinctly Professional Preparation Should We Require of Superintendents?

3. What Advanced Preparation Should Be Required of High School Teachers?

4. Should High School Graduation Be Required as a Minimum Qualification for Teaching in Elementary Schools?

5. Should College Graduates Have Normal Training.

Friday, 9:00 A. M.—

I. General Topic—School Legislation.

Papers—Hon. Chas. F. Seese, Chairman of Common School Committee of 75th General Assembly, Hudson, O. Hon. Lewis D. Bonebrake, State Commissioner of Common Schools, Columbus, O.

General discussion by the association.

II. Miscellaneous Topics.

Paper—School Sanitation. Dr. F. L. Bates, Lima.

Paper—The Educational Progress of the Year. William George Bruce, Editor American School Board Journal, Milwaukee, Wis.

1. The Uniform System of Public Accounting.

2. The Centralization of Township Schools.

3. Has the Township High School Proved to be a Success?

4. Are Our School Examiners Doing Their Full Duty?



HON. L. D. BONEBRAKE,
State School Commissioner of Ohio.

New Books.

The Territorial Growth of the United States.

By William A. Mowry. Published by Silver, Burdett & Co., New York, Boston, Chicago. 225 pages. Price \$1.25.

There may be other books of this kind, but this is the first that has come under our notice. The author touches upon the extent and wealth of the Thirteen Original States, then gives us the history of each new annexation from the Northwestern Territory to the Philippine Islands. The volume is made up largely of statistics showing how the country has gained in extent of territory, in trade, in wealth.

But it is all a question of how much we made by each war or each bargain. Little is said of the moral side or our right to this vast increase in land and commerce. Take the Mexican War! It brought us states and gold mines and fertile lands; but sober historians think that the whole acquisition was unjust. Grant has put himself on record by the statement that the Mexican War was "one of the most unjust ever waged by a stronger against a weaker nation," and Lowell expressed the same sentiments in the "Biglow Papers." Yet no one will accuse them of disloyalty to their country. If this be true that the war was unjust then we have little to boast of, even if it did bring us wealth and territory. A nation is responsible for its acts as well as an individual, and property taken unjustly is stolen property. It is too late now to remedy matters. But history, it seems to us, which treats of these subjects should give us more than the facts and the national wealth that accrued to us; it should enter into the motives, and if we were wrong in going into the war this should be taught to our American children.

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Few teachers have ever seen a cycloramic photograph, that is, one that takes in the whole horizon of 360 degrees. The summer session of Cornell University has prepared a reproduction 30 inches long of Mr. S. L. Sheldon's noted cycloramic photograph of the Cornell Campus. The original is 64 inches in length. The reproduction may be had by addressing the Registrar, Cornell University, Ithaca, N. Y.

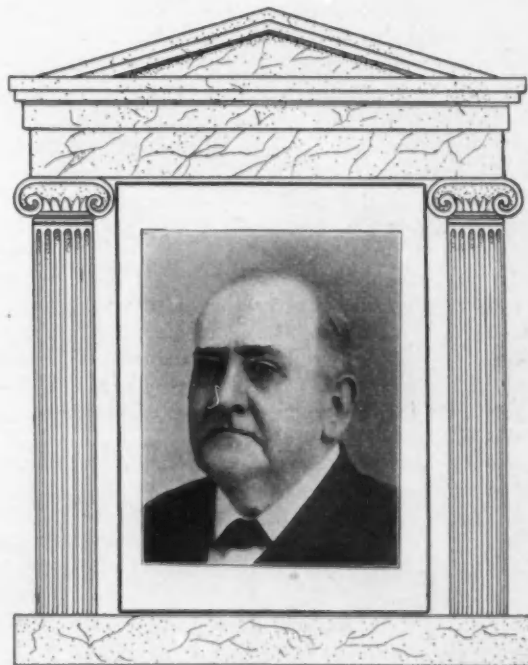
A. L. McLaughlin, who was for many years in Michigan, representing Butler, Sheldon & Company, has taken the Nebraska field for D. C. Heath & Company.

An Old Bookman Gone.

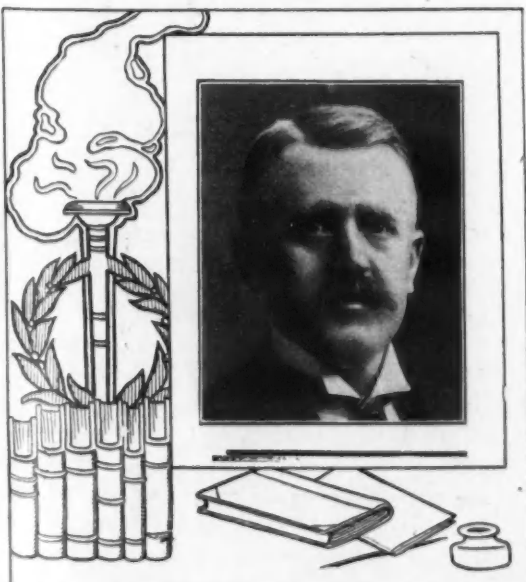
Captain W. B. Kendrick, who represented the University Publishing company in the South for many years, died at Atlanta, Ga., on the 24th ultimo, of pneumonia, after a brief illness.

The Captain is one of the oldest bookmen in the South, so far as term of service is concerned. He died, practically, in the harness, being actively engaged in the county work of Georgia at the time of his death. He began his work as agent for the University Publishing Company in January, 1874.

Captain Kendrick's strong point was his critical knowledge of books. He knew all the good points of his own books, and all the bad points of his competitor's, so it was a rare thing to find an agent who could meet him in a discussion of these points before a school board. His death is deeply regretted by all of his colleagues.



THE LATE CAPT. W. B. KENDRICK,
of Georgia.



PRESIDENT D. L. GASKILL,
Greenville, O.

Teachers' Pensions in Prussia.

BY JOHN EISELMEIER, SECOND DISTRICT SCHOOL, MILWAUKEE, WIS.

It is interesting and instructive at this time to observe the growth of the idea of teachers' pensions in other countries. (1)

In 1773 it was found necessary to retire a large number of teachers in the Mark Brandenburg of the kingdom of Prussia. Minister von Zedlitz (2) recommended to King Frederic that these teachers be paid their full salaries during their lives after retirement. This, King Frederic refused to do. Here was the first attempt on the part of the state to pension teachers.

For forty-six years nothing was done on the part of the state to advance the idea of teachers' pensions.

In 1819 the minister issued an order (3) which provided that the rules of the common law of the land (4) in force in regard to pensioning ministers of the gospel, should be applied to the pensioning of teachers.

According to this law, the teacher who was appointed to succeed a teacher to be pensioned, had to pay one-third of his salary to the teacher who was about to be retired.

This arrangement does not seem to have been satisfactory; surely, the new teachers did not like it. After eight years a new order of the ministry (5) was issued, which declared that the retired teacher is entitled to a pension "to be paid by the Gemeinde (6), which paid his salary while he was teaching."

This order further declared that "his successor cannot be held to pay his pension, for the laws governing the pensioning of ministers of the gospel, do not apply to teachers." It is difficult to harmonize the orders of 1819 and of 1827.

The order of 1827 further stated that it was clearly the duty of the Gemeinde to support the retired teacher, since the government had the right to fix the amount to be paid by the Gemeinde in support of its poor.

Here was an attempt to base teachers' pensions on the idea underlying the administration of the general poor-laws.

Later on, the amount of the teachers' pension was fixed. (7) It was to be one-third of the income of the teacher. The duty of paying the pension was shifted on the successor of the teacher, but with this important proviso: "If it does not appear possible (falls es nicht moeglich erscheint) for the new teacher to pay the pension, then the burden is to be assumed by the Gemeinde.

No doubt, the newly appointed teachers were able to show that it was not possible for them to pay the pensions, and these were gradually assumed by the municipalities.

In the year 1881, there were in Prussia 3,575 pensioned teachers; they received the sum of 2,217,553 marks annually, of which sum the state contributed 1,732,835 marks. The average pension was 620 marks.

All that was done to pension teachers thus far rested on "orders of the minister," which might be changed or recalled at any time.

In 1885 the Prussian Landtag passed a law regulating the pensioning of teachers. This law is still in force. (8) The main provisions of this law are: After ten years of service, the right to draw a pension accrues. The amount of the pension after ten years of service is 15-60 of the expiration of this time, he may also be pensioned, and draw one-fourth of his salary. If a teacher has reached the age of 65, he may be retired without being obliged to show disability. The pension under these circumstances amounts to 45-60 of the salary.

If the disability takes place after ten years of service, there is added to the 15-60, for every year of service above ten, 1-60 of the salary to the amount of the pension.

This law had the effect of increasing the amount of the pension, as well as the number of teachers who were pensioned.

In 1891 the number of male teachers on the pension roll in Prussia was 5,691, and the number of women 400. The amount paid to these 5,960 teachers was 5,969,185 marks. In ten years the average pension was raised from 620 marks to 980 marks. Of the sum paid to these teachers, more than half (3,512,457 marks) was paid by the state.

In 1893 the Prussian Landtag had abolished the contribution of teachers to the pension fund. All pensions are now paid by the municipality and the state. The pensions are therefore part of the Prussian teachers' pay.

It is interesting to note the growth of the amount contributed by the state. In 1867 this sum amounted to only 24,000 marks. In ten years it reached the enormous sum of 3,000,000 marks. During the next decade the growth was slow. In 1887 the state contributed 3,150,000 marks, and in 1897, the amount was 5,485,000 marks.

In Hessia, the amount of the pension may reach the full amount of the salary. In Wuerttemberg the right to a pension accrues with the appointment. In Prussia the amount of the pension can never exceed 45-60 of the salary. All states of Germany, with the exception of Mecklenburg-Strelitz, have laws regulating the pensioning of teachers of the common public schools.

The only countries of Europe having no pension laws for their teachers are England and some of the Balkan states.

(1) The statistics are taken from "Encyklopaedisches Handbuch der Paedagogik von Dr. W. Rein. Langensalza, Herm. Beyer und Soehne. 1895-99." This work, consisting of seven vols. of almost 7,000 4° pages, is a monument of German scholarship, diligence and research. Nothing exists in the English language that compares with it.

(2) In Prussia, all educational matters are in charge of the "Minister der geistlichen, Unterrichts- und Medizinal-Angelegenheiten."

(3) Ministerialreskript vom 9. August, 1819.

(4) Sektion 522, Titel 11, des Allgemeinen Landrechts.

(5) Ministerialverfuegung vom 17. August, 1827.

(6) "Gemeinde" is the smallest political organization and may be translated by "municipality, community, town, district," etc.

(7) The orders making this change were "Erlauss vom 17. August, 1825," and "Verfuegung vom 10. April, 1840."

(8) Gesetz betreffend Pensionirung der Lehrer und Lehrerinnen an den oeffentlichen Volksschulen Preussens vom 6. Juli, 1885.

New Books.

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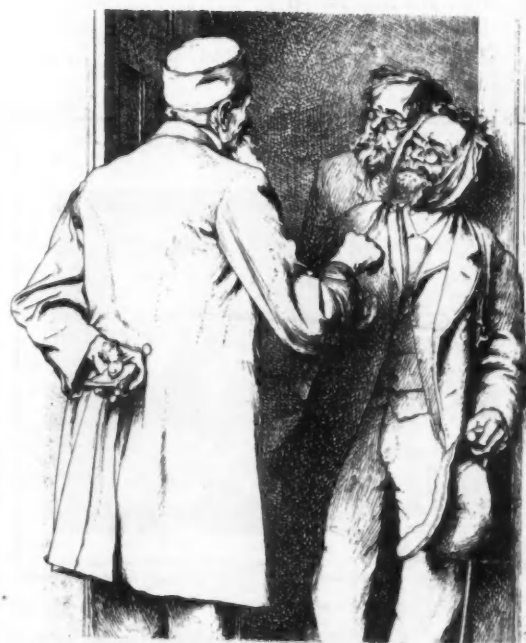
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E W A Rowles.....Chicago
Standard School Furn Co.....Chicago
McConnell School Supply Co.....Phila
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Standard School Furn Co.....Chicago
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McConnell Sch Supply Co.....Phila
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Phillips Sch Supp H.....Williamsport, Pa

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E W A Rowles.....Chicago
Standard School Furn Co.....Chicago
Weber, Costello, Fricke Co.....Chicago
McConnell School Supply Co.....Phila
L A Murray & Co.....Kilbourn, Wis
Sterling Sch Supp Co.....Mt. Sterling, O
Phillips Sch Supp H.....Williamsport, Pa
Whitaker & Ray Co.....San Francisco

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Works.....Boston
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Cleveland School Furn Works
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Grand Rapids School Furn Co
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The A H Andrews Co.....Chicago
The Caxton Co.....Chicago
E W A Rowles.....Chicago
Rand, McNally & Co.....Chicago
Standard School Furn Co.....Chicago
Weber, Costello & Fricke Co.....Chicago
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Central School Supply Co.....Chicago
McConnell Sch Supply Co.....Phila
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Rand, McNally & Co.....Chicago
E W A Rowles.....Chicago
Standard School Furn Co.....Chicago
Weber, Costello, Fricke Co.....Chicago
Caxton Co.....Chicago
Western Publishing House.....Chicago
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N Y Silicate Slate Co.....New York
Phillips Sch Supp H.....Williamsport, Pa

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(Manufacturers.)
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The Esterbrook Pen Co.....Chicago
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Eberhard Faber.....New York
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L E Knott Apparatus Co.....Boston
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E G Dann & Co.....Chicago
E W A Rowles.....Chicago
Western Publishing Co.....Chicago
Central Scientific Co.....Chicago
L A Murray & Co.....Kilbourn, Wis
Phillips Sch Supp H.....Williamsport, Pa

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The A H Andrews Co.....Chicago
J M Olcott & Co.....Chicago & N Y

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The A H Andrews Co.....Chicago

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Eberhard Faber.....New York

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Peckham, Little & Co.....New York
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The A H Andrews Co.....Chicago
The Caxton Co.....Chicago
E G Dann Co.....Chicago
E W A Rowles.....Chicago
Weber, Costello, Fricke Co.....Chicago

Standard School Furn Co.....Chicago
Rand, McNally & Co.....Chicago
Century School Supply Co.....Chicago
McConnell Sch Supply Co.....Phila
L A Murray & Co.....Kilbourn, Wis
Phillips Sch Supp H.....Williamsport, Pa

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Am School Furn Co.....Chicago
The Caxton Co.....New York, Chicago
Central Sch Supp H.....Chicago & N Y
J M Olcott & Co.....Chicago
The A H Andrews Co.....Chicago
E W A Rowles.....Chicago
Standard School Furn Co.....Chicago
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Cleveland Sch Furn Co.....Cleveland, O
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Cleveland Sch Furn Works
Chicago, " "
Grand Rapids Sch Furn Co
Chicago, " "

Thos Kane & Co Works.....Chicago, " "

N Y Silicate Slate Co.....Chicago, " "

Holly Silicate Slate Co.....Chicago, " "

J M Olcott & Co.....Chicago & N Y

Central School Supply H.....Chicago

McConnell Sch Supply Co.....Phila

Columbia School Supply Co.....Phila

Whitaker & Ray Co.....San Francisco, Cal

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E W A Rowles.....Chicago

Rand, McNally & Co.....Chicago

Standard School Furn Co.....Chicago

Weber, Costello, Fricke Co.....Chicago

Thomas Kane & Co.....Racine, Wis

L A Murray & Co.....Kilbourn, Wis

Haney Sch F Co.....Grand Rapids, Mich

Milton-Bradley Co.....Springfield, Mass

Phillips Sch Supp H.....Williamsport, Pa

TEACHERS' AGENCIES.

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Nat'l Educational Bureau
Harrisburg, Pa
N E Teachers' Exchange
Providence, R I
Schermerhorn Teachers' Agency
New York
Pratt Teachers' Agency.....Syracuse
Syracuse Teachers' Agency.....Syracuse
Albany Teachers' Agency.....Albany
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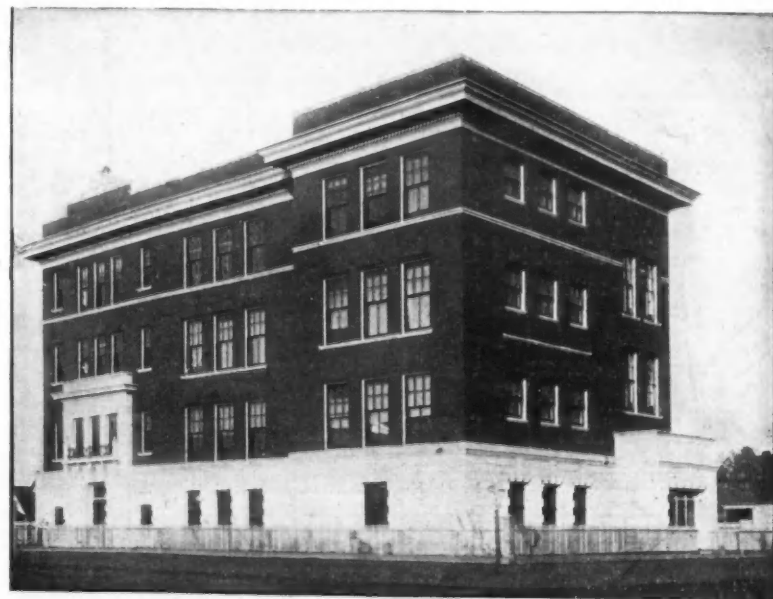
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